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ABSTRACT

The items in this extensive compilation of resources for early childhood educators are presented in seven sections: (1) sources of information on early childhood education, (2) a collection of various materials produced by the ERIC Clearinghouse on Elementary and Early Childhood Education, (3) information on associations and organizations, (4) information on publications and suppliers, (5) information about state activities and publications, (6) articles and special reports, and (7) materials on children and television. (RH)

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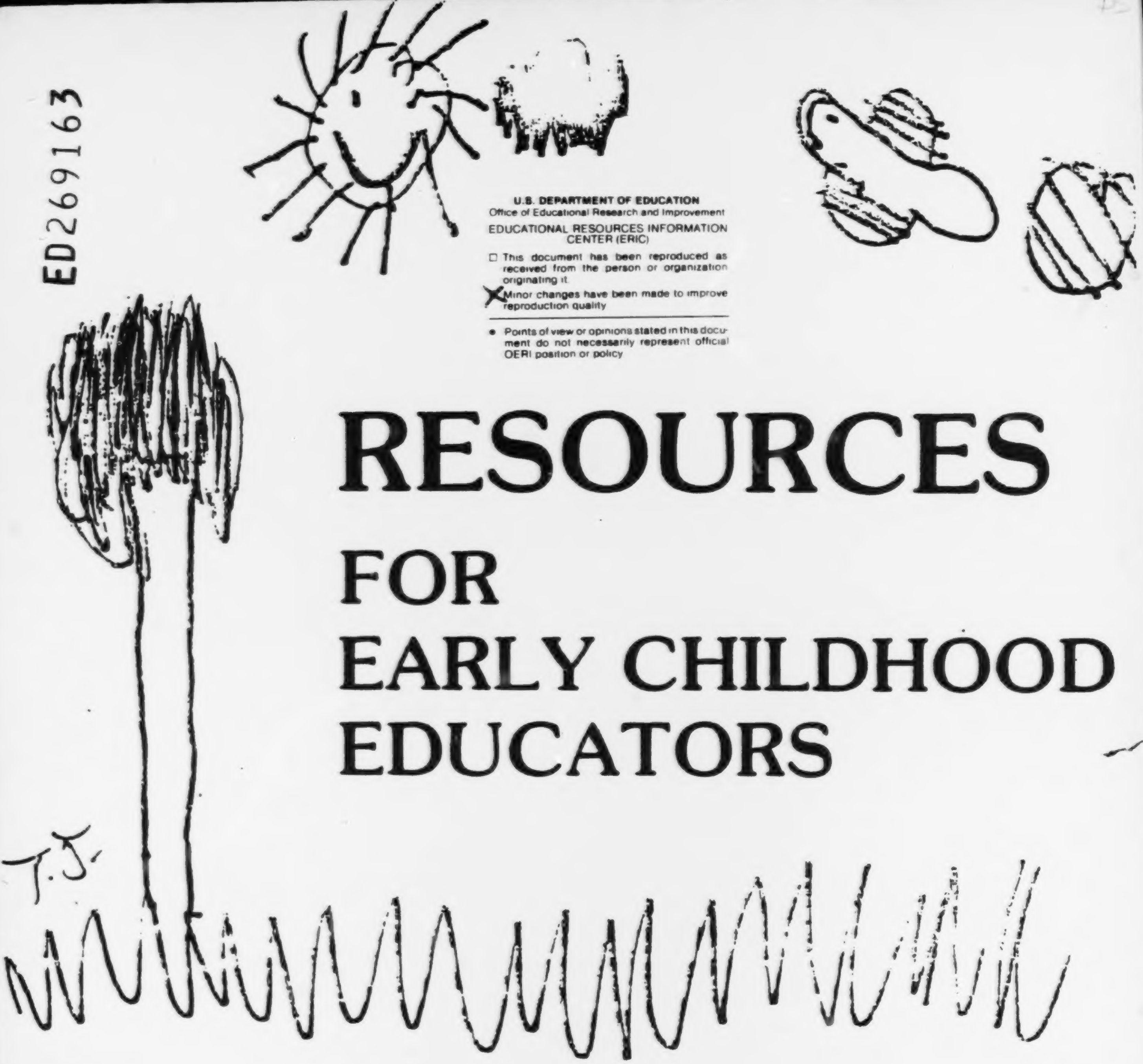

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RESOURCES
FOR
EARLY CHILDHOOD EDUCATORS

Compiled by Katherine Ianello
NORTHEAST REGIONAL EXCHANGE, INC.

PS 015823

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annual report

1984

34 Littleton Road
Chelmsford, Massachusetts 01824

PS 015823

the northeast regional exchange, inc.

provides educational services to the seven Northeast states in **curriculum, instructional technology,** *and* **leadership** *through*

☐ **communications**

☐ **assistance**

☐ **research**

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Message from the Board

Since the Northeast Regional Exchange, Inc. (NEREX) was founded in 1981, educational R&D services in the region have increased dramatically. NEREX services concentrate on regional priorities determined annually by the Board of Directors to meet the most pressing needs in our seven Northeast states in curriculum, instructional technology, and leadership. This year, priorities focus on writing, mathematics, science, computer technology, leadership for effective schools, and teacher education.

The results of NEREX activities are evident, as can be seen in this 1984 Annual Report which covers the period from October 1, 1983 through September 30, 1984. The entire Board of Directors is proud of the accomplishments of NEREX and take this opportunity to acknowledge the strong leadership of Dr. J. Lynn Griesemer, Executive Director, and her highly qualified staff who have managed and carried out the work described in this report.

Robert L Brunelle

Robert L. Brunelle
Chair, Board of Directors

The Northeast Regional Exchange, Inc. (NEREX) is an educational research, service, and communications organization serving Connecticut, Massachusetts, Maine, New Hampshire, New York, Rhode Island, and Vermont.

The NEREX mission is to improve elementary and secondary schools. Focusing primarily on regional priorities, NEREX brings additional resources to the region through links to national organizations. These include a national network of regional laboratories, centers, and other R&D agencies, as well as private educational organizations.

NEREX services and research projects are supported by contracts and grants from the federal and state departments of education and from private foundations. NEREX is an educational nonprofit organization.

NEREX: providing services to Northeast educators

by J. Lynn Griesemer, Executive Director

The Northeast Regional Exchange specializes in three types of services: communications, assistance, and research. This Annual Report presents highlights of these activities during the past year.

Through collaboration with state departments of education, intermediate service agencies, institutions of higher education, local schools, and professional organizations, NEREX is able to link services and resources across the Northeast. In serving the region, NEREX relies on diverse strategies–providing extensive opportunities for educators in different states to work together, capitalizing on regional strengths and resources, and responding to emerging educational trends and issues. A major characteristic of NEREX activities is the involvement of potential users or clients in the planning, development, and delivery of products and services. We are grateful to the organizations and educators who have assisted NEREX for their many and varied contributions. We are proud of our success in meeting the goals set for NEREX by our Board of Directors and commend our Board members for their support, attention, and commitment to the work of NEREX.

We continue to build upon the foundation established in preceding years in our regional and state priority areas of curriculum, instructional technology, and leadership. One of several examples of the spiraling improvement effect in the area of curriculum is shown by the refinement of NEREX priorities to meet needs in mathematics and science education. In 1981, the Board established the broad area of curriculum as one of three regional priorities and focused the work on basic skills in writing. In 1982, the Board expanded this priority area to include mathematics and science. Subsequently, in late 1982 NEREX was awarded a contract for a two-year research study of exemplary mathematics programs. This project complements other work of NEREX including a mathematics and science educators' roundtable held in 1983, a conference on "Applications of Technology in Teaching Mathematics and Science" in January 1984, and a *Guide to Software Selection Resources: Science and Mathematics*, to be published jointly by NEREX and the New York State Education Department's Center for Learning Technologies. Future involvement in mathematics and science is assured by a new technology grant from the U.S. Department of Education's Center for Libraries and Education Improvement. In October 1984, NEREX will conduct a major workshop on computer education, featuring classroom applications in science, mathematics, language arts, and using the computer as a manager of the educational environment. Three national teleconferences will follow the workshop in 1985.

Since 1981, NEREX has grown steadily as a valued resource for educators in the region. Our growth is accompanied by more federal funds now available to the region and a marked increase in collaborative ventures among states. NEREX resources include growing financial support, significant inkind contributions, an outstanding staff, and our new headquarters in Chelmsford, Massachusetts.

With a sense of accomplishment, we look ahead to the educational challenges of the future.

Lynn Griesemer

J. Lynn Griesemer, Ed.D.
October 1984

NEREX highlights in

communications

Search for Excellence in Secondary Schools Conference
In May 1984, U.S. Secretary of Education Terrel H. Bell and the Region I Office of Education selected the Northeast Regional Exchange to organize and present a regional conference to share knowledge from the national secondary schools recognition program, in which twenty-five schools in the Northeast had been recognized. The major purpose of the event was to promote sharing of successful programs and practices for school improvement between the twenty-five schools and conference attendees. NEREX staff developed a resource guide, *Profiles in Excellence,* which contained descriptions of each of the twenty-five schools. Over 600 New England educators attended the two-day event, held at the Illing Junior High School in Manchester, Connecticut.

-Registered

A Series of Roundtables on Excellence
During the past summer, NEREX hosted a series of five roundtable meetings on topics related to state excellence plans. The roundtables were designed to support the seven Northeast states in their implementation of new initiatives and reforms. The topics, selected by the commissioners of education, were: teaching and teacher certification, curriculum standards and graduation requirements, accountability of local schools, early childhood education, and testing and assessment. The roundtables, which were attended by state education department managers, provided opportunities to share progress by each state in developing and implementing major initiatives. Issues and problems were discussed, and ways in which the issues can be addressed on a regional basis were identified. Several roundtable groups planned regional projects which NEREX will support during the coming year.

Task Forces
NEREX task forces identify educational problems and plan appropriate courses of action and share information about programs, practices, and policies. Further, NEREX task forces assist educators in the Northeast by identifying resources available in the region. Under the guidance of our task forces, NEREX develops major conferences and publications. During the past year NEREX convened task forces on writing and technology. Task force members represent state departments of education, local schools, colleges and universities, teacher training institutions, and R&D agencies.

Links with other Educational Organizations
As the Regional Exchange in the Northeast, NEREX actively links a large variety of educational organizations across the nation to exchange and disseminate information, as well as develop products and provide training. For example, during the past year, NEREX staff have worked with numerous local schools and intermediate service agencies, federal offices and agencies, national and regional professional associations, representatives from business or industry, other education R&D organizations, and state education agency divisions. As a Regional Exchange, NEREX regularly links with the federally funded regional laboratories and national centers. During the past year NEREX has developed links with the Education Technology Center, whose staff made presentations at a NEREX Board meeting and two NEREX conferences and took part in planning joint dissemination efforts. We enjoy ongoing collaboration with the Research Development Interpretation Service (RDIS), at the Appalachia Educational Laboratory, in publishing the Research Within Reach series. By maintaining links with national education resources to exchange and disseminate information and collaborate in product development and training, NEREX is able to provide highly cost-effective services to educators in the Northeast.

Major Regional Conferences

October 1983	"Developing Student Writers K-12"–for classroom teachers K-12; a conference planned with writing project staff at the University of Massachusetts, University of New Hampshire, and University of Vermont.
January 1984	"More Effective Secondary Schools"–for principals, superintendents, university professors, and local and district school board members.
January 1984	"Applications of Technology in Teaching Mathematics and Science"–for all educators.
April 1984	"Improving Writing Instruction"–for teacher trainers and state department of education personnel.
May 1984	"Search for Excellence in Secondary Schools"–for principals, superintendents, teachers, university professors, and local and district school board members.

Publications
NEREX develops and distributes resource guides and publications for local school districts, state education agencies, and other special audiences. These materials

A Practitioner's Sourcebook
microcomputers in education
EDUCATION UNDER STUDY
NDN

are written and developed by leaders in their respective disciplines and reflect the latest developments in educational improvement. Initially NEREX distributes free copies of all publications through state departments of education. When the products prove to be particularly useful, additional printings are sold at cost. In the past year, the following publications were developed.

- *Profiles in Excellence* is a resource guide that describes the twenty-five schools in the Northeast that were recognized in the 1982-83 Department of Education's Secondary Schools Recognition Program. The guide is a valuable resource to teachers, researchers, and other educators through its detailed profiles of each of the twenty-five nationally recognized schools. Each profile contains information about the school; the community it serves; selected programs, policies, or practices; resources available for sharing; and names of contact persons.
- *Guide to Software Selection Resources: Parts I-IV.* NEREX is developing this multipart resource series in collaboration with the New York State Education Department's Center for Learning Technologies. Part I, an overview for the series, includes a comprehensive glossary and information about New York State and other regional resources for software selection. Part II covers overall software evaluation issues, review procedures, and resources. (This section was previously published by NEREX as *The Evaluation of Educational Software: A Guide to Guides.*) Part III focuses specifically on software for reading and communications skills. Part IV, to be published in December, focuses on mathematics and science.

Shown here are many of the NEREX publications currently available for educators.

- *Research Within Reach: Science Education.* This latest release in the Research Within Reach series is edited by David Holdzkom and Pamela B. Lutz. The authors look at the curriculum development projects of the 1960s and the goals of science education. Issues of instruction are discussed in four chapters on teaching and learning. School and home factors that affect learning and teacher preservice and inservice training are discussed in the context of science education. As in the complete Research Within Reach series, each chapter opens with a question posed by a teacher. A discussion of research and practice is then given, as well as examples and implications for teachers and classrooms.
- *Research Within Reach: Oral and Written Communication.* Reprinted in 1984, this publication is written by David Holdzkom, Linda J. Reed, E. Jane Porter, and Donald L. Rubin. This book concerns the "why" and "how" of communication. Classroom activities are discussed in detail. There is a chapter on evaluation, and the document concludes with a section that describes the ways in which teachers can foster effective communication. Equal attention is given to both written and oral communication.
- *Education Under Study: An Analysis of Recent Major Reports on Education.* This publication was developed by J. Lynn Griesemer and Cornelius Butler. First released in September 1983, an enlarged second edition was developed for distribution at the Secretary of Education's National Forum on Excellence in Education. This document provides synopses of the following nine major reports and a cross-examination of the recommendations presented in these reports: *Academic Preparation for College, Action for Excellence, America's Competitive Challenge, High School: A Report on Secondary Education in America, Making the Grade, A Nation at Risk, The Paideia Proposal, A Place Called School,* and *A Study of High Schools.* The *Christian Science Monitor* called *Education Under Study* "one of the best summations under a single cover of these nine reports."

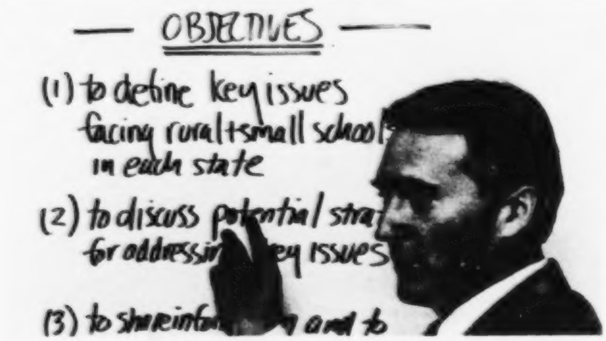
THE NORTHEAST PERSPECTIVE

A Study of Exemplary Mathematics Programs

HIGH SCHOOL CHANGE: Boarding House or Hotel Restaurant Approach?

The Northeast Perspective
NEREX publishes a newsletter three times a year, which is sent to over 4,000 educators. *The Northeast Perspective* contains information on regional educational activities and events sponsored by NEREX. In recent issues, the newsletter published articles of special interest by noted experts. Robert Tinker of Technical Education Research Centers wrote about "Science and Mathematics: Software Opportunities and Needs." Mark Driscoll, Principal Investigator of A Study of Exemplary Mathematics Programs, wrote "About Mathematics" and the importance of having a K-12 focus in mathematics, rather than the split elementary-secondary focus that is the norm in most schools. Gene Hall and Shirley M. Hord of the Research and Development Center for Teacher Evaluation at the University of Texas, wrote an article entitled, "High School Change: Boarding House or Hotel Restaurant Approach?" This article discussed the role of leadership in educational change efforts and the actions or strategies that are used to manage and support change. "Conducting Classroom Research: Tech-Equity" was written by Joy Wallace, Director of New England EQUALS. She described the importance of access to computer courses by women, minorities, and the disabled.

NEREX highlights in ☐ assistance


— OBJECTIVES —
(1) to define key issues facing rural+small school in each state
(2) to discuss potential stra for addressi ey issues
(3) to share infor and to

Training
One of the major activities of NEREX is providing training and development for teachers, administrators, state education department personnel, and other educators in areas of management, leadership, or effective school practices. NEREX staff also provide assistance in planning projects, designing seminars, product development, and staff development programs. In addition, NEREX delivers training and development activities designed to assist individuals and groups in communication and problem solving skills.

The Northeast Regional School Effectiveness Project has been developed by NEREX in collaboration with the U.S. Department of Education programs for Region I. A training and support program to promote more effective leadership in secondary schools, this project began in early 1982 in response to a request from the Secretary of Education. A pilot demonstration project involved special training for state education agency staff to serve as facilitators to the individual school-based teams selected for participation. A three-day seminar provided participants with information on school effectiveness research and methods of developing school action plans in the critical areas selected for focusing efforts.

Currently thirty high schools throughout the region are involved in school improvement programs initiated through the Northeast Regional School Effectiveness Project. School-based teams have received training in self-assessment, data gathering and analysis, action planning, and change strategies for school improvement. Now there is evidence that local change is happening. Several school-based teams have implemented short-term changes that may be first steps toward more pervasive school improvement. NEREX staff and other experts, both regional and national, are providing the training to the school teams. Plans call for continuation of the network and the involvement of additional schools in 1985.

Individual State Priorities
As a way of encouraging work which addresses individual state priority needs from a particular state's perspective, the NEREX Board of Directors adopted policy of awarding small grants to state education agencies within the region to conduct one-year projects. In the past year NEREX has funded a variety of projects.

Currently Connecticut is developing model policies and guidelines related to school attendance, homework, promotion and retention. As a product, Connecticut will develop a manual containing policy models. In addition, as a second project, the Connecticut State Department of Education will develop a handbook for teachers on how to conduct analytical scoring of writing samples.

Through a NEREX grant, the Maine Principals' Assessment Center will continue to expand its services. The Center serves to improve the quality of leadership at the principal level within Maine public schools through training and assessment activities.

In Massachusetts, NEREX grants are supporting, in part, the development of a "kind of community" classification scheme that will be used to analyze education in Massachusetts communities, a set of proposed educational indicators that will be used to measure and evaluate education reform efforts, and a policy information system to identify critical information sources and establish a reporting format for staff.

The New Hampshire state priority grant supported an inservice education program for superintendents, assistant superintendents, business administrators, teacher consultants, and department management staff. The inservice workshop featured a presentation by Dr. Ernest Boyer, President of the Carnegie Foundation for Advancement of Teaching, on the improvement of quality education in public schools.

The New York State Education Department's priority grant is supporting the development of summer programs for intensive study for middle school students. The Department will establish pilot programs in mathematics, sciences, and languages. The summer programs will provide students with extensive learning experiences, promote educational equity, offer experiences to students which will increase their commitment to responsible community participation, and encourage teachers to learn new teaching techniques.

The Rhode Island Department of Education has identified the implementation of "effective schools" research as a state priority. NEREX supported the Department which, in cooperation with the Rhode Island Education Leadership Academy, conducted a series of workshops focusing on key school effectiveness findings. Principals and superintendents participated in these workshops; further plans call for development and implementation of a school effectiveness plan for each school.

Vermont's state priority grant supported training of state education department staff members who will serve on public school approval teams. Vermont's new standards for approving public schools were adopted by the State Department of Education in August 1984. The department has begun to implement the new approval process with volunteer schools during the 1984-85 school year.

Each of these state projects relates to NEREX objectives in different ways and provides a variety of strategies in which NEREX can impact school improvement efforts. Each project also helps meet individual state priorities and further encourages state efforts in these areas.

In addition to state priority grants, NEREX also supports cross-state sharing of educational resources within the region. NEREX funds cross-state sharing projects through grants to individual states which in turn make a commitment to involve other Northeastern states in their program. The grants serve as seed money; the individual state contributes inkind resources that average twice the size of the grant.

One example of support for cross-state sharing this past year was a meeting convened by the Vermont Department of Education. Department staff, local administrators, and guests from other Northeast states met to learn how to effectively develop administrative leadership academies. Staff members of other state departments of education shared ideas about common evaluation systems to assess the characteristics of leadership and school climate.

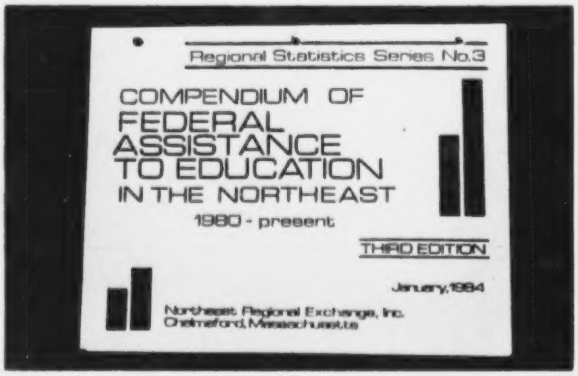
Another cross-state sharing grant was awarded to the Massachusetts Department of Education to convene other Northeast states to share resources, ideas, and information on early childhood education programs with an emphasis on state policy development.

NEREX highlights in

research

A Study of Exemplary Mathematics Programs
Teachers, with the support of leaders, have it within their power to make their mathematics programs exemplary. This is an overriding theme of the research from a national two-year study that examined a large pool of exemplary mathematics programs in grades 4-12 across the country. Eight site visitors, in teams of one and two, visited twenty-eight of these mathematics programs in sixteen states and the District of Columbia. After the schools were visited, the team of eight site visitors met to identify factors associated with exemplariness. Eleven hypotheses were developed which fit into four categories: the background and community support of the program, the curriculum and how it was implemented, teaching and staffing, and leadership. The presence or absence of the hypothesized factors and conditions in a second pool of schools was rated by an expert panel. The data are being analyzed to determine which factors have the greatest impact on exemplary programs. Case studies of several of the exemplary programs have been written, and a final report summarizing the findings of this study will be released in January, 1985. This research study is funded by the National Institute of Education.

Compendium of Federal Assistance to Education in the Northeast: 1980 to Present–Third Edition.
The *Compendium* is a resource document providing information to state and federal policymakers on federal funding for education in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont for 1983-84. The *Compendium* displays Congressional appropriations and individual state allocations for each federal education program. It documents funding, by state, for all specific programs which receive appropriations under the general funding areas, including information on state allocations provided by the Comprehensive Employment and Training Act and the Job Training Partnership Act. Updated this year, the *Compendium* has been useful in demonstrating the impact of federal legislation on the region as a whole. And working as a region, Congressional delegations from the Northeast can use the information to support actions on appropriations or legislation with greater knowledge of how this impacts the Northeast.



Regional Statistics Series No.3

COMPENDIUM OF
FEDERAL
ASSISTANCE
TO EDUCATION
IN THE NORTHEAST
1980 - present

THIRD EDITION

January, 1984

Northeast Regional Exchange, Inc.
Chelmsford, Massachusetts

Regional Databases
In March 1984, NEREX held a regional roundtable meeting on computerized educational resource databases. Twenty-five educators representing state education departments, universities, and other organizations attended the two-day meeting. The participants discussed existing and planned computer databases, regional needs, and preliminary planning for cooperative projects. Representatives from the Resource and Referral System at Ohio State University and the ERIC Clearinghouse on Information Resources at Syracuse University served as resources for the group discussion. The roundtable participants will provide information to NEREX for regionwide dissemination and cooperative planning. Already several states have paired in collaborative efforts, visiting and sharing resources. Two additional regional roundtables held in June and September focused on noninstructional education databases used in policy analysis and planning. The June meeting convened twenty-two experts from the seven Northeast states; discussion focused on cooperative data pooling and planning for common databases regionwide. As a result, NEREX has sponsored a census study of the Northeast states. The September meeting was held in order to refine research questions for the census study, which is planned for completion in 1985.

NEREX highlights *The Future*

As NEREX continues its rapid growth, our services to the region expand in many dimensions. The organization's goal is to continue to enrich the resources of the region's educators and youth by providing services in curriculum, instructional technology, and leadership – through communications, assistance, and research. As in the past, NEREX activities will be based on our working model of cooperation and collaboration with other organizations and educators throughout the region.

Specifically in 1985, NEREX will continue to work to establish a regional educational laboratory and a commitment of fully-funded educational R&D services for the Northeast. The Department of Education has announced that one new regional educational laboratory will serve the seven Northeast states, Puerto Rico, and the U.S. Virgin Islands. The Board of Directors, NEREX staff, and friends of the Northeast Regional Exchange are pleased that the seven states will continue to work together toward the improvement of education in the region, and we welcome Puerto Rico and the U.S. Virgin Islands to this endeavor.

For information on obtaining NEREX services in the coming year, please call our office: 617/256-3987

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-inc.-

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photos by Elsa Martz

SOURCES OF
EARLY CHILDHOOD EDUCATION
INFORMATION

Northeast Regional Exchange, Inc.

THE NATIONAL CHILDREN'S DIRECTORY An organizational Directory and Reference Guide for Changing Conditions for Children and Youth. Edited by Mary Lee Bundy and Rebecca Glen Whaley. College Park, MD., Urban Information Interpreters, 1977. $39.95. (UTSP Pub. No. 16.) From: P.O. Box AH, College Park, MD 20740

A competent directory that lists alphabetically 204 national organizations dealing with children and 464 local organizations arranged by state. The editors perceive children -- especially poor and minority children -- as a powerless and victimized group. The organizations listed here are engaged in institutional reform and are lobbying for legislation. They are also involved in publishing, litigations, research, conferences and meetings, and information dissemination. Hence, although this directory duplicates others in part, the perspective and emphasis in the descriptions differ.

Categories cover reform activities as well as objectives, publications, and organizational information. Items are framed by a collection of essays on children's rights and issues. This book includes Erika Teal's 300-item annotated bibliography "Reference Sources for Citizen Action," which includes 34 items on educational reform and students' rights, as well as items on the handicapped. Child abuse, day care, educational alternatives, health care, foster care, housing, mental health, public schools, and legal rights are also covered. There is a separate listing of approximately 225 children and youth affairs periodicals, mostly published by groups in this directory.

INFORMATION CENTER ON CHILDREN'S CULTURES United States Committee for UNICEF, 331 E. 38th St., New York, NY 10016. (212) 686-5522

A UNICEF-sponsored center dealing with children around the world, especially in developing countries. It is used primarily by teachers, writers, UNICEF personnel, and media people, but is open to the public. Its library contains 10,000 books; 10,000 photographs; 100 periodical titles; 500 toys; and pamphlets, films, filmstrips, games, and the like. It prepares excellent information sheets and bibliographies of well-chosen children's literature for almost all countries and areas of the world. These lists will be sent free to requesters who enclose a self-addressed stamped legal-size envelope.

Other lists cover international multicultural topics like Arts and Crafts Around the World, Songs and Dances of the World, Sources of Children's Books from Other Countries, and Spanish and Spanish-English Books. Typically, these lists are updated every year or two. The center cooperates with committee's School Service Division, which develops and distributes educational materials for global and intercultural education programs. Publication lists and brochures of these two groups can be obtained on request.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT (NICHD) National Institutes of Health, Bldg. 31, Room 2A-34, Bethesda, MD 20205. (301) 496-5133

NICHD funds a national multimillion dollar research program in the areas of maternal and child health, human development, and population/reproduction, with the focus on continuing growth and development (behavioral and biological) from the prenatal period to maturity. The program is carried out at its headquarters, at universites nd medical schools, and in 12 Mental Retardation Research Centers across the country. Research areas include speech, language and reading, and mental retardation. There are many publications in the areas of speech/language and reading; for example, Development Dyslexia and Related Reading Disorders. Other areas of interest to educators include adolescence, adolescent sexuality, and adolescent pregnancy.

TESTS AND MEASUREMENTS IN CHILD DEVELOPMENT: Handbook II San Francisco, Jossey-Bass, 1976. 2 Vols. $55/set. (Jossey-Bass Behaviorial Science Series)

This is the second volume in a two-volume series. The first volume, Handbook I, covers the literature from 1956 through 1965 on 300 measures of child behavior. The second volume, Handbook II, covers 900 measures from 1966 through 1974. Together, they constitute a central source of information on published and unpublished measures suitable for children. They were compiled by thorough research of professional journals in psychology, psychiatry, education, exceptionality, and sociology. Handbook II, for example, is based on a survey of 148 journals.

The materials in Handbook II are arranged in 11 broad categories: cognition, personality and emotional characteristics, perceptions of environment, self-concept, qualities of care giving and home environment, motor skills and sensory perception, physical attributes, attitudes and interests, social behavior, vocational tests, and "unclassified test". Within these categories, tests are arranged alphabetically by title.

For each test, information is given on author, title, variable(s) studied, type of measure, description of measure, reliability and validity, source, and bibliography. The book also includes an index of authors and measures, a subject index, and a list of journals searched.

U.S. ADMINISTRATION FOR CHILDREN, YOUTH, AND FAMILIES (ACYF) 200 Independence Ave., SW, P.O. Box 1182, Washington, DC 20013 (202) 755-7762

ACYF, part of the Office of Human Development Services in the U.S. Department of Health and Human Services, is the focal agency within the Federal Government serving children and families. It is a continuation of the Office of Child Development, and provides information and assistance to parents, administers national programs for children and youth, and works with states and communities to develop services that support and strengthen family life.

ACYF is concerned with all children from birth to adolescence and places particular emphasis on the needs of children who are "at risk" because of special problems: children from low-income families; children and youths needing foster care, adoption, or other services; handicapped children; abused or neglected children; runaway youths; and children from native American or migrant families.

The Head Start Bureau, the Children's Bureau, and the Youth Development Bureau, all part of ACYF, serve children and families. The Day Care Division; the Office on Domestic Violence; the Research, Demonstration and Evaluation Division; and the Office of Public Information and Education provide special services to professionals and the public.

CHILD WELFARE LEAGUE OF AMERICA (CWLA) Dorothy L. Bernhard Library,
67 Irving Pl., New York, NY 10003. (212) 254-7410

A membership organization of public and private welfare agencies in the United States and Canada organized to promote improved services to deprived, neglected, or dependent children. One of its many publications, Child Welfare (monthly), attempts a multidisciplinary approach to the problems of children. CWLA's well-staffed special library deals with child welfare, social work, social welfare, and child development. It houses approximately 3,000 books, 600 documents, 147 periodicals, and 60 vertical file drawers, and is open during business hours to professionals, researchers, and graduate students.

One interesting recent project is CWLA's Children and Youth Centered Information Systems (CYCIS), an automated data information system created to track the progress of youngsters through child welfare and juvenile justice sectors. Contact CWLA for information on this system.

Other publications of possible value to educators are the excellent series of manuals by William Copeland ($6 each): Finding Federal Money for Children's Services (1976), Obtaining Federal Money for Children's Services (1976), and Managing Federal Money for Children's Services (1978), all of which incorporate concepts, sources, and practical details.

CWLA has issued several helpful guides and standards for day-care service that should be especially worthhile for early childhood educators. Titles include Guidelines for Day Care Service (1972, $2.50, paperback, with a glossary and selected references; Guide for the Care of Infants in Groups, by Sally Provence (1967, $4.95, paperback); and A Guide for Teacher Recording in Day Care Agencies (1965, $2.25), which offers valuable checklists for observations. Their Preschool Behavior Rating Scale (K22) and An Infant Rating Scale (K12) are also annotated in this guide.

CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHIES Chicago, Society for Research in Child Development, 1927 - 3 issues/year; $25/year.

A two-part journal that provides abstracts of articles from approximately 140 journals, as well as book reviews. It also lists books received but not yet reviewed. Covers biology; medicine; health; cognition; learning; perception; psychology; personality; sociology; educational processes; psychiatry; and counseling history, method, and theory. Format is good, citations are complete, and article summaries are clear and concise, although unevaluative. This tool covers approximately 1,300 articles per year and provides some author addresses. Each issue includes author and subject indexes that are cumulated annually in the October/December issue. This issue also lists periodicals regularly searched. Book notices give the intent of each book and the reviewer's evaluation. Issues from Volume 33 to present are available on microfilm from University Microfilms International. Reprinted volumes 1-45 are available from Kraus Reprints, Route 100, Millwood, NY 10546.

CATALOG OF THE RESEARCH LIBRARY OF THE REISS-DAVIS CHILD STUDY CENTER Boston, G.K. Hall, 1978. 2 Vols. $175.

Reproduces the dictionary (author, title, subject) catalog of a library collection that reflects an interdisciplinary approach to the emotional problems of children. Includes approximately 12,000 volumes.

REVIEW OF CHILD DEVELOPMENT RESEARCH Chicago, University of Chicago Press, 1964-1976. 5 Vols. (Vols. 1 and 2 published by Russell Sage Foundation.) Vols. 1 and 2: $10.95 each; Vol. 3: $25.00; paperback, $7.95; Vol 4: $20.00; Vol. 5: $20.00.

A review of child development research for practitioners and researchers that is interesting, informative, and comprehensive. It makes a conscientious attempt to minimize professional jargon and unnecessary methodological details. The 1976 issue (Vo. 5), for example, provides an excellent history and outline of child development theory, with articles on social cognition that deal with such topics as cooperation, the impact of television of children, children's attention, learning disabilities, and the development of deaf children. Author and subject indexes.

ANNUAL PROGRESS IN CHILD PSYCHIATRY AND CHILD DEVELOPMENT New York, Brunner-Mazel, 1968- . 1978 and 1979, $20 each; 1980, $25; 1981, $30.

A convenient, well recommended series for keeping up with trends and thinking in child development. The 1978 issue, for example, is a stimulating collection of 31 articles in 11 major areas (reprints of items published in 1977) covering developmental issues, genetics and biochemistry, language development, temperament, parent-child interactions, the hyperactive child, mental retardation, childhood psychoses, clinical issues, child abuse, and child advocacy. Good section introductions, but no index.

SOURCE: A GUIDE TO SOURCES OF EDUCATIONAL INFORMATION by MARDA WOODBURY
ARLINGTON, VA: Information Resources Press, 1982

EARLY CHILDHOOD CURRICULUM BOOKS

Northeast Regional Exchange, Inc.

EARLY CHILDHOOD CURRICULUM BOOKS

Baratta-Lorton, Mary. **Workjobs**. Reading, MA: Addison-Wesley Publishing Co., 1972.

Broad, Laura Peabody and Nancy Towner Butterworth. **The Playgroup Handbook.** New York: St. Martin's Press, 1974.

Brown, Janet ed. **Curriculum Planning For Young Children.** Washington, D.C.: National Association for the Education of Young Children, 1982.

Chenfield, Mimi B. **Creative Activities for Young Children.** New York: Harcourt, Brace, Jovanovich, 1983.

Cherry, Clare. **Creative Art for the Developing Child.** Belmont, CA: Fearon Publishers, Inc.

Cratty, Bryant J. **Active Learning. Games to Enhance Academic Abilities.** Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

Croft, Doreen J. and Robert D. Hess. **An Activities Handbook for Teachers of Young Children.** Boston, MA: Houghton Mifflin Co., 1980.

Eliason, Claudia Fuhriman and Loa Thomson Jenkins. **A Practical Guide to Early Childhood Curriculum.** St. Louis, Missouri: The C.V. Mosby Company, 1981.

Flemming, Bonnie Mack; Darlene Softley Hamilton; and JoAnne Deal Hicks. **Resources for Creative Teaching in Early Childhood Education.** New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Glazer, Tom. **Eye Winker, Tom Tinker, Chin-Chopper**. Garden City, New York: Doubleday & Company, Inc.: 1973.

Harlan, Jean Durgin. **Science Experiences for the Early Childhood Years.** Columbus, Ohio: Charles E. Merrill Publishing Company, 1976.

Hill, Dorothy M. **Mud, Sand and Water.** Washington, D.C.: National Association for the Education of Young Children, 1977.

Hirsch, Elizabeth S. ed. **The Block Book**. Washington, D.C.: National Association for the Education of Young Children, 1974.

Kamii, Constance. **Young Children Reinvent Arithmetic.** Columbia University, N.Y.: Teachers College Press, 1985.

Kaplan, Sandra Nina, et al. **A Young Child Experiences.** Pacific Palisades, CA: Goodyear Publishing Company, Inc., 1975.

Lavatelli, Celia Stendler. **Piaget's Theory Applied to an Early Childhood Curriculum.** Cambridge, MA: A Center for Media Development, 1970.

Marzolla, Jean and Janice Lloyd. **Learning Through Play.** New York: Harper & Row Publishers, 1972.

McIntyre, Margaret. **Early Childhood and Science.** Washington, D.C.: National Science Teachers Association, 1984.

Nelson, Esther L. **The Silly Song Book.** New York: Sterling Publishing Company, 1982.

Pitcher, Evelyn Goodenough, et al. **Helping Young Children Learn.** Columbus, Ohio: Charles E. Merrill Publishing Company, 1974.

Redleaf, Rhoda. **Open The Door, Let's Explore - Neighborhood Field Trips for Young Children.** Mt. Rainier, Maryland: Gryphon House, 1983.

Robison, Helen F. and Sydney L. Schwartz. **Designing Curriculum for Early Childhood.** Boston, MA: Allyn and Bacon, Inc., 1982.

Rockwell, Robert E., Elizabeth A. Sherwood, and Robert A. Williams. **Hug A Tree and Other Things to do Outdoors with Young Children.** Mt. Rainier, Maryland: Gryphon House, 1983.

Russell, Helen Ross. **Ten-Minute Field Trips.** Chicago, Illinois: J.G. Furguson Publishing Company, 1973.

Seefeldt, Carol ed. **Curriculum for the Pre-School-Primary Child. A Review of the Research.** Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.

Taylor, Barbara J. **A Child Goes Forth**. Provo, Utah: Brigham Young University Press, 1972.

Weikart, David P., et al. **The Cognitively Oriented Curriculum.** Washington, D.C.: National Association for the Education of Young Children, 1971.

Wiseman, Ann. **Making Things. The Hand Book of Creative Discovery.** Boston, MA: Little, Brown & Company, 1973.

CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION JOURNALS

Northeast Regional Exchange, Inc.

CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION JOURNALS

1. Journal of the American Academy of Child Psychiatry
   428 E. Preston Street
   Baltimore, MD 21202

2. Child and Family
   P.O. Box 508
   Oak Park, Illinois 60303

3. Child Care Quarterly
   Human Sciences Press
   72 Fifth Avenue
   New York, New York 10011

4. Child Development
   The University of Chicago Press
   P.O. Box 37005
   Chicago, Illinois 60637

5. Child Education
   Scholastic Publications
   141-143 Drury Lane
   London, WC2B 5TG, England

6. Child Psychiatry & Human Development
   Human Sciences Press
   72 Fifth Avenue
   New York, New York 10011

7. Child Study Journal
   Department of Behavioral and Humanistic Studies
   State University of New York College at Buffalo
   1300 Elmwood Avenue
   Buffalo, New York 14222

8. Child Welfare
   Child Welfare League of America, Inc.
   67 Irving Place
   New York, New York 10003

9. Childhood Education
Association For Childhood Education International
11121 Georgia Avenue
Suite 200
Wheaton, MD 20902

10. Children Today
Room 356-G
200 Independence Ave., SW
Washington, D.C. 20201
Subscription Orders:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

11. Children's Environment Quarterly
Center for Human Environments
The Graduate Center of the City University of New York
33 West 42nd Street
New York, New York 10036

12. Day Care & Early Education
Human Sciences Press
72 Fifth Avenue
New York, New York 10011

13. Developmental Psychology
American Psychological Association, Inc.
1200 Seventeenth Street, NW
Washington, D.C. 20036

14. Developmental Review
Academic Press, Inc.
111 Fifth Avenue
New York, New York 10003

15. Early Child Development and Care
Gordon and Breach Science Publishers
c/o STBS Ltd.
1 Bedford Street
London, WC2E 9PP, England

16. Early Years
Allen Raymond Inc.
P.O. Box 1266
Darien, CT 06820

17. International Journal of Early Childhood
World Organization for Early Childhood Education
c/o Dr. Margaret Devine
81 Irving Place
Apt. 16
New York, New York 10003

18. Journal of Applied Developmental Psychology
Ablex Publishing Corporation
355 Chestnut Street
Norwood, New Jersey 07648

19. Merrill-Palmer Quarterly
Wayne State University Press
5959 Woodward
Detroit, MI 48202

20. Report on Preschool Education
Capitol Publications
Suite G-12
2430 Pennsylvania Ave., NW
Washington, D.C. 20037

21. Topics in Early Childhood Special Education
PRO-ED
5341 Industrial Oaks Boulevard
Austin, Texas 78735

22. Young Children
National Association for the Education of Young Children
1834 Connecticut Ave., NW
Washington, D.C. 20009

23. Young Viewers
Media Center For Children
3 West 29th Street
New York, New York 10001

THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH (NCRY)
36 West 44th Street
New York, New York 10036
Telephone (212) 840-2844
Contact Joan Schine, Senior Program Associate

The National Commission on Resources for Youth is a non-profit organization whose purpose is to identify and promote programs of Youth Participation A demonstration program Day Care Youth Helper, provides opportunities for junior and senior high school students to apply what they learn in child care and parenting classes by working in day care centers NCRY offers technical assistance to schools and other organizations interested in adopting this program Some materials developed in the demonstration program are available

CHILD WELFARE LEAGUE OF AMERICA (CWLA)
67 Irving Place
New York, New York 10003
Telephone (212) 254-7410
Contacts Jeanne Hunzeker, Director,
Informational Resource Services
Gwendolyn Davis, Information Specialist

The Child Welfare League of America (CWLA) is a federation of child welfare agencies in the United States and Canada devoted to the improvement of care and services for deprived neglected and dependent children, youth and their families The League has developed standards for services, provides consultation to agencies conducts surveys and research sponsors conferences, publishes professional materials and administers special projects A catalog of CWLA publications and services is available upon request

Parenting Curriculum by Grace C Cooper a set of six individualized student booklets produced by CWLA in 1973 is designed especially for adolescent mothers The set contains information on child care and development focusing on the prenatal period through the end of the first year Much of the material relates to the mother's mental, physical and emotional growth The booklets are intended for school-age parents in a variety of circumstances and settings including homebound students school-age mothers with no program or school contact students in large classes, and students entering or leaving courses at varied times The booklets can also be used by those who have not previously received sufficient parenting information because of age, lack of exposure, education or other reasons Available only as a set, the booklets cost $12 50 order number 010-0005

A packet of materials, *Resources for Young Parents*, containing two annotated bibliographies, program models and interpretive pamphlets on the health, educational and social services that are available for teachers, social workers, and health personnel is available for a 3-week loan for $10.00 The annotated bibliographies can be purchased separately for $3.00 each

NATIONAL DIFFUSION NETWORK (NDN)
Contact Your State Facilitator
See Last Paragraph for Source Information

The NDN is designed to help local school districts adopt high quality educational programs which have been developed with federal funds A special panel review process has approved 316 exemplary programs for national dissemination Some of these programs are designed to involve parents directly in the early education of their children and/or provide for parent education and the development of parenting skills One program the Parent Readiness Education Project developed in Detroit Michigan, includes a component for high school seniors Students work directly with preschoolers and participate in seminars on child development and the responsibilities of parenthood

Schools interested in adopting or adapting parent-oriented programs which have demonstrated their effectiveness may receive technical assistance from the nearest state facilitator project Funded specifically by NDN state facilitators help school districts select exemplary programs which best meet identified local needs In some instances financial assistance to help defray some of the costs of training on-site visits and other implementation requirements is available

Educational Programs That Work, a descriptive catalog of NDN programs is updated annually The latest edition can be purchased for $4 50 from

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco California 94103
Telephone (415) 565-3100
Contact Ann Sarmento

A list of NDN state facilitators is included in the catalog or interested individuals may obtain this information directly from their state departments of education

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Other resources on this topic may be obtained by contact RRS at The National Center for Research in Vocational Education Telephone (800) 848-4815, in Ohio (614) 486-3655

The **Resource & Referral Service** is part of the **Research & Development Exchange** which is sponsored by the **National Institute of Education**, Washington, D.C. 20208

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
[illegible] KENNY ROAD · COLUMBUS, OHIO [illegible]

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RRS MINI-LIST

Resources for PARENT EDUCATION

THE NATIONAL PTA
700 North Rush Street
Chicago, Illinois 60611
Telephone (312) 787-0977
Contact Melitta J Cutright,
Director of Communications

The PTA is a volunteer organization whose mission is to improve the education and welfare of children and youth Organized on the local, state, and national levels, the PTA functions as an advocacy organization, a service organization, and a parent education organization to fulfill its broad mission

The PTA and the National Foundation—March of Dimes (MOD) have united their efforts in a project on parenting The goal is to make parents and educators aware of the importance of education for parenthood and family life in the curriculum of public schools *The Fine Art of Parenting: A PTA Priority* (single copy $.05 100 copies, $4.00) explains what a complete parenthood education program should include, discusses how to promote an effective parenting program, and presents supporting factual information on teenage pregnancies and family pressures in today's society

RESOURCE & REFERRAL SERVICE

The two organizations have also developed a resource kit *How to Help Children Become Better Parents* ($5.00). The kit contains nine brochures designed to be used by parents and educators to develop or maintain parent education and/or school-age parent programs in their communities. The brochures address a variety of concerns, including strategies for implementing parent education, references to existing school-age parent programs, and sources of information on curriculum materials for parent education.

The PTA has developed *Today's Family in Focus* ($3.00), a packet of eight brochures written especially for parents of elementary school children to assist them in reaching children. Brochures include brief syntheses of research on topics of interest to parents in order to provoke discussion and stimulate parent involvement in PTA activities. Sample topics include parent education, parents and the rights of children, the family in today's educational world, values education, and children's social development.

APPALACHIA EDUCATIONAL LABORATORY, INC. (AEL)

Division of Childhood and Parenting
P.O. Box 1348
Charleston, West Virginia 25325
Telephone: (304) 347-0430
Contacts: Edward Gotts or Alice Spriggs

The Appalachia Educational Laboratory (AEL) is a private nonprofit research and development laboratory whose mission is to improve education and educational opportunities.

The Division of Childhood and Parenting focuses on research related to parenting and childhood education. Some products related to parenting that are available from AEL are:

- VIDEO MATERIALS ON EFFECTIVE PARENTING includes three half-hour shows to assist parents in becoming more effective in helping their children develop. The shows, "It's Never Too Late," "Mixed Emotions," and "Guess What," deal with, respectively, discipline, children's emotions, and parents teaching their children. The tapes can be previewed by sending a request to AEL at the above address.
- PARENTING MATERIALS: AN EVALUATIVE ANNOTATION OF AUDIOVISUALS FOR EFFECTIVE PARENTING is a manual containing evaluations of 154 audiovisual materials. It is available from AEL for $5.00 per copy.
- AEL VISITS MISTER ROGERS—PARENT'S GUIDE is a weekly supplement to the *Mister Rogers' Neighborhood* television series. It contains parent messages and activities to be conducted in the home. Presently, this free supplement is available only to parent groups through special arrangement with AEL.
- HOME VISITOR'S KIT includes three volumes designed for potential family workers to develop the entry level skills, knowledge and orientations needed to conduct home-based programs serving families with children from birth through eight years of age. The kit is available for $19.95 from Human Sciences Press, 72 Fifth Avenue, New York, NY 10010, (212) 243-6000. Audio-visuals to accompany the Home Visitor's Kit are available directly from AEL.
- DAY CARE AND HOME LEARNING ACTIVITIES PLANS is a three-volume set of more than 900 activities designed for use by paraprofessionals and parents in day care centers or homes. The set contains an instructional manual with modifications for special children and weekly lesson plans. The plans are available for $25.00 per volume from Educational Communications, Inc., 9240 S.W. 124th Street, Miami, Florida 33176. Additional information and a brochure are available from AEL or the publisher.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)

The Division of Community and
Family Education (DCAFE)
211 East 7th Street
Austin, Texas 78701
Telephone: (512) 476-6861
Contact: David L. Williams, Jr.

SEDL is a private nonprofit research and development laboratory that works with local, regional, state and federal agencies to conduct research on the needs of multicultural populations, to develop programs to meet these needs, and to provide technical services and training.

The Division of Community and Family Education is conducting research in the area of parent education, parent-child socialization, parent involvement, two-parent working families and school desegregation. Materials related to these studies which can be obtained from SEDL include the following:

- *Relevance of Parent Education Programs to Changing Family Structures: Executive Summary*
- *Parent Involvement Training in the Undergraduate Preparation of Elementary Teachers: Executive Summary*
- *Parent Models of Child Socialization: Executive Summary*
- *TV Public Service Parenting Announcements and Positive Parent Booklets*

For further information, please contact the address above.

ERIC CLEARINGHOUSE ON ELEMENTARY AND EARLY CHILDHOOD EDUCATION (ERIC/EECE)

College of Education
University of Illinois
1310 South Sixth Street
Champaign, Illinois 61820
Telephone: (217) 333-1386
Contacts: Mima Spencer, Associate Director
Norma Howard, User Services Coordinator

ERIC/EECE, one of 16 ERIC Clearinghouses sponsored by the National Institute of Education (NIE), is responsible for abstracting and indexing documents relating to the total care of children from birth through age 12. This Clearinghouse also offers computer search services and information analysis papers in the areas of early childhood education and general aspects of elementary education.

The Family Living Series is a set of 24 loose-leaf bulletins (Catalog No. 188, $3.50 per set) dealing with topics related to child development, parenting, and family relations. Titles include "Talking With Your Child," "Coping With Parental Stress," and "Helping Children Develop Interests." Each bulletin is 1-3 pages long.

ERIC/EECE also has a regular publication, the *ERIC/EECE Newsletter* which contains articles on early childhood education and often cites recent publications and bibliographies relevant to parent education. The newsletter is bimonthly and costs $4.00 per year.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Family Programs Department
600 North River Street
Ypsilanti, Michigan 48197
Telephone: (313) 485-2000
Contact: Judith L. Evans

The High/Scope Educational Research Foundation is an independent, nonprofit organization. The Foundation engages in curriculum development for infants and children through elementary school; operates a laboratory school and conducts workshops and seminars for the training of teachers; conducts professional conferences; and produces multimedia training packages to supplement face-to-face teacher training. The Family Programs Department of High/Scope has several projects and programs in the area of parent education.

The *Parent-to-Parent Model* was developed during the last ten years from the recognition of (1) the impact of parents on the child's development, (2) the parents' need to be supported in child rearing, (3) the need for an educational service delivery model for families with infants, and (4) the need for a cost effective model for national dissemination. The model features a curriculum, training materials for home visitors to use with parents, a framework for establishing a community-based program, and procedures for evaluation.

A *School-Age Parents* project is gathering information on the nature of the child development knowledge needed by young parents and on the relationship between these needs and the parenting skills of teenagers with infants. In addition, the project is developing evaluation procedures that could be used by programs serving teenage parents.

High/Scope also offers training models and consultation for communities, organizations, and others interested in adopting their programs.

The National PTA publishes a variety of brochures, booklets and pamphlets. A journal, *PTA Today* ($4.00/year for seven issues), provides information on research and development in education and other areas related to the welfare of children and youth. A brochure, *The Role of Collective Bargaining in Public Education* ($2.00 each; 100 copies, $160.00), provides basic information on the collective bargaining process and how it affects public education. *The School Board and the PTA, Partners in Education* and *The Principal and the PTA, Partners in Education* ($0.10 each; 100 copies, $8.00) describe the school board's, the principal's, and the PTA's responsibilities in providing parental involvement in school decision-making. A publications catalog is available upon request.

COUNCIL FOR BASIC EDUCATION (CBE)
725 Fifteenth Street, N.W.
Washington, D.C. 20005
Telephone: (202) 347-4171
Contact: A. Graham Down, Executive Director

CBE is a nonprofit, educational organization whose primary prupose is the strengthening of teaching and learning in American schools. The Council maintains an information service program and an educational studies program. The information service program provides information and advice to interested parents, teachers, administrators, citizens committees, media representatives, and public officials. A monthly newsletter, *Basic Education* ($15.00/year for 10 issues), is part of the information service program. Materials of the educational studies program include a series of occasional papers ($1.00 -$2.00 each). Other available publications include *Where Can I Go for Help?* ($0.50), a resource guide for improving schools, which lists national, regional and some local nonprofit organizations devoted to the support and improvement of schools; *A Citizen's Manual for Public Schools* ($1.45); and *A Consumer's Guide to Educational Innovations* ($2.50). Twenty dollars annual membership includes newsletter, occasional papers as issued, and a 20% discount on other publications.

INSTITUTE FOR RESPONSIVE EDUCATION (IRE)
704 Commonwealth Avenue
Boston, Massachusetts 02215
Telephone: (617) 353-3309
Contact: Don Davies

The Institute for Responsive Education studies and facilitates citizen participation in educational decision-making. IRE operates the Citizen Action in Education Clearinghouse. A quarterly journal, *Citizen Action in Education* ($5.00/year), publicizes and explores promising models as well as barriers to effective citizen participation. Major IRE concerns include school/community councils, citizen roles in educational collective bargaining, federal and state policies affecting citizen participation, citizen-initiated organizations and citizen action research for school improvement. Publications range from research studies on the status of citizen participation to descriptive case studies and action manuals. Included in the list of publications are *Opening the Door: Citizen Roles in Educational Collective Bargaining* ($4.50) and *Patterns of Citizen Participation in Education Decision-Making* (two volumes, $6.00 each). A publications list is available from IRE.

CENTER FOR THE STUDY OF PARENT INVOLVEMENT (CSPI)
College Avenue
Oakland, California 94618
Telephone: (415) 652-4968
Contact: Daniel Safran, Director

CSPI is an organization of volunteers which provides consultation and training opportunities through workshops and conferences for community workers, teachers, administrators and involved parents.

CSPI publishes and distributes "Issue Papers" ($2.50 each) on topics such as *Preparing Teachers for Parent Involvement* and *Evaluating Parent Involvement*. CSPI sponsors local and regional conferences on parent involvement.

Other resources on this topic may be obtained by contacting RRS at The National Center for Research in Vocational Education. Telephone (800) 848-4815, in Ohio (614) 486-3655.

The Resource & Referral Service is part of the **Research & Development Exchange** which is sponsored by the **National Institute of Education**, Washington, D.C. 20208.

THE NATIONAL CENTER
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RRS MINI-LIST

RESOURCES FOR CITIZEN INVOLVEMENT IN EDUCATION

NATIONAL SCHOOL VOLUNTEER PROGRAM, INC. (NSVP)
300 North Washington Street
Alexandria, Virginia 22314
Telephone: (703) 836-4880
Contact: Sandra Gray, Executive Director

NSVP is a national organization of volunteer programs which helps school districts organize and implement volunteer programs. The organization facilitates sharing of materials, information, and ideas on various member programs.

The national staff serves the member program needs by coordinating national, regional, and state conferences, providing a monthly newsletter, and providing technical assistance on a cost-recovery basis. NSVP maintains an Information Bank which contains descriptions of successful volunteer efforts. Participants in local programs include parents, senior citizens, retired educators, business people, and high school and college students.

NSVP produces numerous publications and multimedia products, including: *Guidelines for Involving Older Volunteers* ($3.00), *Helping Children Learn—At School and At Home* ($3.50), *Partners for the Eighties: Business and Education* ($5.00), *Volunteers and Children with Special Needs* ($3.75), and a *Teacher Training Kit* ($150.00) which includes enough materials to conduct an in-service workshop for up to 25 teacher/volunteer participants.

One of NSVP's slide-tape presentations, *Kindergarten Screening by Volunteers* (14 minutes) shows how 2,000 volunteers in Houston are trained

RESOURCE & REFERRAL SERVICE

to screen 15,000 children each year, testing them for distant vision, hearing, eye-hand coordination, gross motor skills, and language development, in order to detect possible learning problems. Slide-tape presentations may be rented for $15.00 for one month, or purchased for $150.00.

Prices do not include postage or shipping. NSVP members receive a 20% discount.

NSVP provides administrative support to the NATIONAL COALITION FOR PARENT INVOLVEMENT IN EDUCATION (NCPIE), a coalition of major educational associations, civil rights organizations, and citizen groups at the national level. The objectives of the coalition are: to work through national organizations' affiliates to develop state coalitions; to raise public awareness of the need for parent/citizen participation; and to increase the number and quality of parent/citizen involvement programs in local public schools. More information about NCPIE is available from NSVP.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION (NCCE)

Suite 410
Wilde Lake Village Green
Columbia, Maryland 21044
Telephone: (800) 638-9675 (toll free)
(301) 997-9300
Contact: J. William Rioux, Senior Associate

NCCE is a national membership organization for citizen participation in public schools. The monthly newsletter, *Network* ($8.00/year), contains resources for parents and articles on current education topics. Publications and filmstrips available from NCCE include *Developing Leadership for Parent Citizen Groups* ($3.50), *Parents Organizing to Improve Schools* ($3.50), and *Parent Involvement in Collective Bargaining* (sound filmstrip, $38.95).

NCCE provides assistance to involve parents in decisions affecting the quality of public education and conducts *Bridge*, citizen training institutes which are tailored to the needs of the specific community or region. A publications list is available upon request.

PHI DELTA KAPPA (PDK)

Eighth and Union Avenue
Box 789
Bloomington, Indiana 47402
Telephone: (812) 339-1156
Contact: Derek L. Burleson, Editor
Special Publications

Phi Delta Kappa, an honorary membership organization for educators, develops and disseminates materials on topics of interest to educators and the general public. PDK's list of "fastbacks" (easy-to-read booklets written by specialists) includes several booklets on citizen involvement with public education. *The People and Their Schools: Community Participation* (No. 62) and *Marshalling Community Leadership to Support the Public Schools* (No. 35) are two fastbacks relevant to citizen involvement. PDK has more than 160 fastbacks available. Fastbacks cost $0.75 each for nonmembers and $0.60 each for members. Quantity discounts are also available. A publications list is available upon request.

THE HOME AND SCHOOL INSTITUTE (HSI)

Trinity College
Washington, D.C. 20017
Telephone: (202) 466-3633
Contact: Dorothy Rich, President

The Home and School Institute, a nonprofit organization, develops programs and publications to help build home/school/community partnerships in education. HSI conducts onsite training programs nationwide, engages in research, and publishes a variety of educational materials. Some materials in the area of citizen involvement include the following:

- *Bright Idea* ($16.00) is a new comic book revision of HSI's methods and activities. It contains 30 comic strips, each dealing with a different typical family problem. Each introduces the problem, provides a solution, and suggests other possible solutions. Each is then followed by a partially blank and a totally blank strip on which parents and children work together to identify problems of their own and find solutions to them.

- *Families Learning Together* ($14.00; hardback, $20.00) contains 48 learning activities that include an adult learning component (e.g., law or consumer economics) as well as components that provide basic skills to children K-6.

- *101 Activities for Building More Effective School Community Involvement* ($8.00).

- *The Three R's Plus: Teaming Families and Schools for Student Achievement* ($12.00) contains recipe-type learning activities. The recipes offer learning experiences that use resources of the ordinary home to build children's basic skills.

- *A Family Affair: Education* ($10.00) is designed to help educators, community leaders, and parents reach out to the home and community to build more creative, positive educational partnerships.

- *Take Homes: Skill Building Activities For Home Learning* ($7.95 each). The "Take Homes" are packets of family activities designed to provide educators with ready-made programs to help parents work with their children at home. Packets are available for kindergarten through grade three, and each one contains ten activities.

The cost of all HSI publications is tax deductible as a contribution to HSI. HSI materials and training programs meet the federal mandate of Title I and Right to Read Basic Skills Improvement Programs. A publications list can be obtained by writing or calling HSI.

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION (NSPRA)

1801 North Moore Street
Arlington, Virginia 22209
Telephone: (703) 528-5840
Contact: John H. Wherry, Executive Director

The National School Public Relations Association is a nonprofit association whose primary concern is school/community relations. NSPRA publications which address citizen participation in the public school include:

- *The Basic School PR Kit* ($96.00) contains specific techniques to be used at building level or systemwide in developing a communications program.

- *Building Public Confidence Kit* ($135.00) is designed to help the administrator involve all the public, especially the media, in positive reinforcement of the educational communications program.

- *Good Schools: What Makes Them Work* ($13.95).

- *Good Teachers: What to Look For* ($13.95).

- *School Communication Workshop Leader's Kit* ($89.00) contains all the information and materials needed to conduct inservice workshops designed to build a total communications program at the building level. Internal communications for the school staff and external communications for parents and community involvement are also described. Participant workbooks, $3.00 each, minimum order 10 copies for $30.00.

Additional information may be obtained by writing or call NSPRA.

NATIONAL CONGRESS OF PARENTS AND TEACHERS (PTA)

700 North Rush Street
Chicago, Illinois 60611
Telephone: (312) 787-0977
Contact: Melitta Cutright
Division of Communication

Operating at the local, state, and national levels, the National PTA is the largest volunteer organization in the nation devoted to improving the quality of education and the well-being of children and youth. The National PTA unites parents, teachers, students, and other interested citizens in an effort to realize this goal.

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NATIONAL CENTER ON CHILD ABUSE AND NEGLECT (NCCAN)
Department of Health and Human Services (HHS)
P.O.Box 1182
Washington, DC 20013
Telephone: (202) 245-2856
Contact: Joe Wechsler

The National Center on Child Abuse and Neglect's (NCCAN) primary responsibility is to administer federal HHS funds for the identification, prevention, and treatment of child abuse. NCCAN funds over 80 demonstration projects that test the effectiveness of different child abuse service projects.

The National Center also operates the NCCAN Information Clearinghouse. The Clearinghouse was created in 1975 and collects information on several aspects of child abuse and neglect, including ongoing programs that offer services directly or indirectly to children, adults, and families; published documents, journal articles, books, reports, and dissertations; current research projects; public awareness posters and television and radio spots; state-wide abuse and neglect programs; training materials for improving skills of professional and paraprofessional workers; and state legal references and identifying statutes.

The files of the NCCAN database are available through the commercial search services of Lockheed DIALOG or by calling NCCAN.

Several publications are available free from NCCAN as long as the supply lasts. These publications include *Volunteers in Child Abuse and Neglect Programs* and *Child Abuse and Neglect Helplines*. A publications catalog is available. In addition, NCCAN publications are available from the National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161.

Other resources on this topic may be obtained by contacting RRS at the National Center for Research in Vocational Education. Telephone (800) 848-4815 in Ohio (614) 486-3655. Cable CTVOCEDOSU/Columbus, Ohio. Telex 8104821894

The Resource & Referral Service is part of the **Research & Development Exchange** which is sponsored by the **National Institute of Education**, Washington, D.C. 20208

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FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

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RRS MINI-LIST

RESOURCES for PREVENTING CHILD ABUSE AND NEGLECT

NATIONAL COMMITTEE FOR PREVENTION OF CHILD ABUSE
Suite 1250
332 South Michigan Avenue
Chicago, Illinois 60604
Telephone: (312) 663-3520
Contact: Peter Coolsen
Associate Director

The National Committee for Prevention of Child Abuse seeks to stimulate greater public awareness of the incidence, origins, and nature and effects of child abuse; serves as a national advocate to prevent the neglect and nonaccidental physical, sexual, and emotional abuse of children; facilitates communications about program activities, public policy, and research related to the prevention of child abuse; and fosters greater cooperation between existing and developing resources in the area of prevention. The Committee has over 40 state and local chapters throughout the country. Each chapter provides programs in child abuse and neglect.

Publications of the Committee include: *The Educator and Child Abuse* (B-77-102, $3.00) a booklet to help educators meet their legal responsibilities as well as suggestions for a model-school policy; *What Every Parent Should Know* (B-75, $2.50, also available in Spanish); and *Understanding Sexual Child Abuse* (B-78-101, $3.50); and its companion, *Dealing With Sexual Child Abuse* ($3.50) geared to individual teachers, guidance counselors, and school authorities. Other publications include: *An Approach to Preventing Child Abuse* (B-81-313, $4.00), which discusses a number of programs that can be used in communities; and *The Disabled Child and Child Abuse* (P-82-407, $1.25). Multiple copies of publications are discounted. A publications catalog is available free of charge. No telephone orders are accepted, and shipping and handling costs are not included in the prices.

RESOURCE & REFERRAL SERVICE

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PARENTS ANONYMOUS (PA)
22330 Hawthorne Blvd., Suite 208
Torrance, California 90505
Telephone: (800) 421-0353 or (213) 371-3501
Contact: Margot Fritz, Associate Director

Parents Anonymous (PA) has over 1,500 affiliated parents' groups and 200 children's groups across the country. Its aim is to rehabilitate child abusers and to ensure the physical and emotional well-being of their children. The program includes voluntary group and intragroup participation. Resources are available to help parents in setting up chapters in their community. Publications include a quarterly newsletter *Frontiers* (free) and several booklets on child abuse. Those interested can be put on PA's mailing list free of charge.

THE AMERICAN HUMANE ASSOCIATION (AHA)
Post Office Box 1266
Denver, Colorado 80201
Telephone: (303) 695-0811
Contact: Wayne Holder, Director, Children's Division

The American Humane Association (AHA) Children's Division has consistently focused on the protection of children and the strengthening of families through support and development of direct service providers. AHA seeks to improve the child protective service system through a variety of research programs, evaluation, training, consultation, public education, and advocacy activities. Information is available upon request.

A leaflet, *Guidelines for Schools*, designed for teachers and school personnel, lists signs of a child's need for protection that can be identified in the child's behavior and appearance and in parents' attitudes as they may be observed by school personnel (Order No. CP-L-5, $5.00 per 100, discounts for larger quantities). *Understanding Child Neglect and Abuse* (CP-55, $1.00) answers basic, commonly asked questions about the phenomena of child neglect and abuse. *Stop! Don't Hurt Me!* gives answers to basic questions asked by children about child neglect and abuse. Pamphlets will be adapted for any state or locality, with your local hotline number and protective services information added upon request. Other publications of interest to educators include *Highlights of Official Child Neglect and Abuse Reporting, 1981* (Order No. NSA-81, $3.50), and *The Dilemma of Child Neglect* (Order No. 55, $4.50). A complete publications brochure is available.

COUNCIL FOR EXCEPTIONAL CHILDREN
ERIC Clearinghouse on Handicapped and
Gifted Children (CED/ERIC)
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660
Contact: Publication Sales

The Council for Exceptional Children's resources on child abuse and neglect include a sound/filmstrip and discussion guide on the identification of children who have been physically abused, neglected, sexually abused, or emotionally maltreated titled *Child Abuse and Neglect: What the Educator Sees* (Order No. 153, $16 to nonmembers, $13.60 to members). *Children Alone: What Can Be Done About Abuse and Neglect* is a 128-page publication that describes signs and symptoms of physical and emotional neglect and sexual abuse in school-age children (Order No. 156, $3.75). *We Can Help: Specialized Training for Educators on the Identification, Reporting, Referral, and Case Management of Child Abuse and Neglect* is a curriculum guide and two filmstrips ($68 to nonmembers, $57.80 to CEC members). CEC can run ERIC searches on various topics, including child abuse and neglect.

CHILDREN'S DEFENSE FUND (CDF)
122 C Street, NW
Washington, D.C. 20001
Telephone: (202) 628-8787
Contact: Publications Department

The Children's Defense Fund (CDF) provides systematic long-range advocacy on behalf of the nation's children. CDF engages in research, public education, monitoring of federal agencies, litigation, legislative drafting and testimony, assistance to state and local groups, and community organizing in areas of: child welfare, child health, child care and development, education, family services, and child mental health. CDF works with individuals and groups to change policies and practices resulting in neglect and mistreatment of millions of children. It advocates access to existing programs and services, creation of new programs and services where necessary, as well as adequate funding of essential programs for children.

A publication of interest to educators is the *Children's Defense Budget: An Analysis of the President's FY 85 Budget and Children* ($12.95). This is a comprehensive analysis of the federal budget and its effect on child welfare.

INTERNATIONAL SOCIETY FOR PREVENTION OF CHILD ABUSE AND NEGLECT (ISPCAN)
Kempe National Center for Child Abuse and Neglect
1205 Oneida Street
Denver, Colorado 80220
Telephone: (303) 321-3963
Contact: Margaret Cherryhomes

The International Society for Prevention of Child Abuse and Neglect (ISPCAN) provides a forum for sharing knowledge and experience through discussions and congresses on the subject of child abuse. ISPCAN publishes a quarterly journal, *Child Abuse and Neglect: International Journal* ($60, included with membership). Journal subscriptions may be sent to Pergamon Press, Fairview Park, Elmsford, New York 10523. ISPCAN conducts a biennial international congress.

CHILD WELFARE LEAGUE OF AMERICA (CWLA)
Information Resource Services
67 Irving Place
New York, New York 10003
Telephone: (212) 254-7410
Contact: Emily A. Gardiner, Information Consultant

The Child Welfare League of America (CWLA) is a federation of child welfare agencies in the United States and Canada. It is the only privately supported North American, standard-setting agency in the child welfare field. Its efforts are devoted to the improvement of care and services for deprived, neglected, and dependent children, youth, and their families. The league has developed standards for services, provides consultation to agencies, conducts surveys, sponsors conferences, publishes professional materials, conducts research, and administers special projects. Membership is available to agencies and advocates ($25). A catalog of materials and information, including audiovisual materials, is available upon request.

Publications available from CWLA include: *Child Neglect: Understanding and Reaching the Parent*, a 94-page guide for child welfare workers for coping with difficult case situations (Stock No. G-18, $5.45); *CWLA Standards for Child Protective Services* (Stock No. G-16, $7.50); *Case Worker and Judge in Neglect Cases* (Stock No. G-14, $2.00); *Child Abuse* (Stock No. KG-100, $4.95); *Parents and Protectors: A Study in Child Abuse and Neglect*, which analyses the impact of protective services on the single parent and female heads of families (Stock No. G-19, $7.95); and *The Neglected/Battered Child Syndrome: Role Reversal in Parents* (Stock No. G-17, $3.15). CWLA's journal, *Child Welfare* (subscription rates: $16 individual; $25 institutional; $12 students; 6 issues yearly) often contains articles on child abuse that would interest educators.

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ERIC/EECE NEWSLETTER

Vol. 17, No. 3, 1985

Parents, Teachers & Discipline

Are parents of preschoolers likely to disagree with their young children's caregivers and teachers on discipline?

In *Parents' View of Discipline in the Preschool and the Home (ED 210 117, 13p.)*, researchers Roy T. Tamashiro and Maxine B. Markson suggest that, while both teachers and parents see classroom discipline as a major problem, little agreement exists as to what is the "best approach."

In their study of 143 parents of children ages 3 to 5, Tamashiro and Markson first classified discipline styles according to three major theoretical schools: the interventionist approach, the noninterventionist approach, and the interactionist approach.

Interventionist Approach

According to this theory, students' misbehavior is a result of inadequate directions, rewards, or approval. Since the interventionist approach draws its rationale from the belief that human behavior is based on external supports, conditioning, or rewards, resulting disciplinary actions tend to be directive and authoritative. (The teacher who witholds a desired treat or activity from a misbehaving child is, for example, making use of interventionist methods.)

Noninterventionist Approach

In contrast, the noninterventionist approach assumes that misbehavior is a result of students' unresolved inner conflicts. Proponents of this approach do not impose their rules, but instead tend to allow children to solve their own problems and take the initiative for making and enforcing their own rules. (The caregiver who does not take sides, but rather lets two youngsters resolve their own argument, is thus employing a noninterventionist strategy.)

Interactionist Approach

Finally, the interactionist approach suggests that children learn appropriate behavior by encountering others' ideas and then formulating their own ideas about what constitutes good and bad behavior. According to this orientation, a reciprocal relationship with the teacher is the best way to prevent misbehavior. (For example, the teacher who explains his or her own concerns about safety on the playground in order to encourage children to think about such issues is approaching discipline from the interactionist perspective.)

Parent Responses

While the researchers point out that it is possible to endorse and practice more than one of these three approaches, inventory responses by parents did suggest that they disciplined their children in particular ways. In addition, findings shed light on parents' expectations about ways teachers or child care workers should solve classroom discipline problems.

Specifically, results showed that a majority (61.5 percent) of parents surveyed endorsed the interventionist approach in disciplining their own child at home. Thirty-two percent and 6.3 percent chose the interactionist and noninterventionist approaches, respectively. Parents' belief patterns were found to be significantly related to their educational background, with the interventionist strategy being less likely to be endorsed by those with higher educational levels. In addition, parents who had girls only were less likely to endorse the interventionist approach than were families with boys only or both boys and girls.

A test of the interdependence of parents' discipline endorsement and the approach they expected teachers to use showed that parents were generally consistent in their beliefs. When they did have a "double standard," expecting teachers to act differently from the way they themselves did, parents more frequently wanted teachers to be stricter. In other words, in some cases even parents who themselves used interactionist or noninterventionist approaches expected teachers to employ an interventionist strategy.

Issues and Questions

As Tamashiro and Markson note, the majority of parents in the study disciplined their children in an authoritative, interventionist style—and they expected their children's teachers to do the same. If this trend is indeed the case, the teacher whose personal orientation differs might expect occasional conflicts with parents to arise.

In addition, study findings may imply a conflict broader than that occurring between individual teacher and individual parent: that between the fundamentally child-centered philosophy of most early childhood educators and the primarily interventionist orientations of most parents. From

(continued on p. 3)

NEWS & NOTES

Early Adolescence

Three research and resource summaries focusing on issues in middle-grade education are available free from the Center for Early Adolescence in North Carolina.

Discipline and Young Adolescents, *The Learning-Disabled Student*, and *Girls, Math, and Science* summarize current research and suggest books, audiovisual materials, and other resources.

For each summary desired, send one self-addressed, business-size envelope with 37 cents postage to Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510. (Please write the title of the summary in the lower left-hand corner of the envelope.)

NAEYC Center Accreditation Project

After almost three years of work, the National Association for the Education of Young Children has completed field testing its Center Accreditation Project (CAP). The CAP is a national, voluntary accreditation system for early childhood centers and schools serving children from birth through age 5 and school-age children before and after school.

Specifically, the system provides for self-evaluation involving parents, staff members, and the director of the child care program. Results of this evaluation, reported to NAEYC, will be verified by on-site visitors selected from the community. A three-person team of early childhood experts will then consider program components and decide for or against program accreditation.

For more details about the project, scheduled for implementation in 1985, write to Dr. Marilyn M. Smith, Executive Director, NAEYC, 1834 Connecticut Ave., N.W., Washington, DC 20009.

School-Age Child Care

School-Age Child Care: A Policy Report, by Michelle Seligson, Andrea Genser, Ellen Gannett, and Wendy Gray, is now available from ERIC.

Designed for program initiators such as policy makers and advisory committees, the report specifically addresses school-age child care policy and focuses attention on programs offering children a predictable and safe environment.

Available on ERIC microfiche as ED 242 433 (85p.), the 1983 report can also be ordered in booklet form from the School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, MA 02181 ($10.00 each).

Parent/Teacher Communication

The *Children's World Staff Newsletter* (September 1984) reports one teacher's simple but effective system for communicating with the parents of children in her preschool class.

Mary McHugh and her assistant keep a log in which they daily write at least a small comment about each child. Sometimes the comments are very brief ("Kevin loved making cookies today—he enjoyed making balls from the dough to put on the pan"). In other cases, the comments are more elaborate, recording progress on a specific area on which McHugh and parents have been collaborating.

The logbook is left at the sign-out counter in the lobby each afternoon, and as mothers and fathers come by, they stop to read the remarks about their children. Parents value the communication, and the system also serves to point up children's individual developmental progress.

For further information about subscriptions to the *Children's World Staff Newsletter* or about Children's World programs, write Karen Miller, National Education Director, Children's World, Inc., PO Box 2290, Evergreen, CO 80439.

Master Learners

With so much recent talk about the category of "Master Teachers," Arkansas Governor William Clinton has introduced a state award for "Master Learners."

The award is meant to encourage all students, not just those whose achievement is superior. As quoted in *Education Daily* (September 13, 1984), Brenda Matthews, administrative advisor for the program, reports that the award goes to the five students in the state who make "the most significant academic gains during the school year."

This year, all five slots are filled by elementary school students, although secondary-level students are also eligible. The winning students receive a plaque and recognition of their efforts. It is hoped the program will encourage other students to test their own limits as well.

Cats and Dogs?

Grown-ups use figurative language constantly, but expressions like "It's raining cats and dogs" or "He's gone bananas" can puzzle young children.

As Elissa L. Fisher, June Miller White, and James H. Fisher point out in a recent issue of *Academic Therapy* (March 1984), most children gradually figure out that not all expressions can be understood literally. However, children with specific learning problems may need a little extra help.

The researchers suggest that adults try to explain the meaning of one figurative expression and then remind the child of that example each time he or she encounters another baffling example.

Eventually, note the writers, children will begin to understand that one needs to think differently to understand figurative speech—and even the most literal-minded child will learn not to rush to the window to see the animals falling from the sky.

Telephone Facts

Even children who cannot yet read can use the telephone, and the *Children's Emergency Phone Book* can help them learn how. The 14-page booklet contains line drawings of the operator, police, doctor, family members, and other important people. There's also space for the child to list the numbers of his or her friends—and even to glue in their pictures.

Several major corporations (among them Pacific Bell Telephone) have offered a softcover edition of the booklet as a complimentary sponsorship item. In addition, the publication is available in a hardback version for $2.95 each from Mother Goose, 512 Winston Ave., Pasadena, CA 91007.

(continued from p. 1)

this point of view, individual clashes between teacher and parent may be less personal than philosophical.

MORE IN ERIC

Classroom Management. By Robin Porter. (ED 243 577, 25p., 1983)

Competency in Classroom Management: Conflicts in Assessment. By Ann D. Hungerman. (ED 244 951, 61p., 1984)

Do Rules. By Beth K. Berghoff and Paul J. Berghoff. (ED 243 810, 5p., 1984)

Parental Attitudes Concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom. By Joan C. Carson and Scottie Owen. (ED 228 721, 9p., 1982)

An Innovative Approach to Discipline and Management. By Anne Yenchko and Marshall Kirk DeBeal. (ED 246 019, 9p., 1983)

Candidates for Your Bookshelf

Birth to One Year, by Marilyn Segal. Mailman Family Press, 707 Westchester Avenue, White Plains, NY 10604. (1983)

Contains over 300 photographs and presents hundreds of games and activities that capitalize on the learning potential of babies and add to the fun of parent-baby play.

Child Abuse and Neglect: Everyone's Problem, by Shirley O'Brien. Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902. (1984)

Provides basic facts for those who know very little about the problem of child abuse, including discussion of the definition and extent of abuse, types of abuse, abusers and abused children, possible individual interventions, and potential long-term solutions.

On My Own, by Lynnette Long. Acropolis Books, Ltd., Colortone Building, 2400 17th Street, NW, Washington, DC. (1984)

Written for children of working parents, this book offers self-care strategies parents and children can use in their own situations. Discusses getting ready for school, using the telephone, outside and inside activity, play, safety, emergencies, and other topics.

Employer-Supported Child Care: Investing in Human Resources, by Sandra L. Burud, Pamela R. Aschbacher, and Jacquelyn McCroskey. Auburn House Publishing Company, 14 Dedham Street, Dover, MA 02030-0658. (1984)

Based on the operating experience of 415 active programs, as detailed in the National Employer-Supported Child Care Project, this report gives employers guidelines and models for deciding whether and how to become involved in child care.

The Social Life of Britain's Five-Year-Olds: A Report of the Child Health and Education Study, by A.F. Osborn and others. Routledge and Kegan Paul, Inc., 9 Park Street, Boston, MA 02108. (1984)

Reports the third national longitudinal study of child development undertaken in Britain, which described patterns of social inequality and aspects of education and care in the lives of children born during a single week in April 1970.

Successful Schools for Young Adolescents, by Joan Lipsitz. Transaction Books, Rutgers—The State University, New Brunswick, NJ 08903. (1984)

Provides in-depth case studies of four effective middle-grade schools, speculating on characteristics shared by good schools for young adolescents.

★★ Introducing ERIC Digests Online ★★

ERIC Digests Online, a full-text database of short reports being developed by ERIC, is designed to provide online users with current information on education. Although originally intended for policymakers, the Digest file is likely to interest anyone involved in education.

Information on a Range of Topics

Digests are short reports, approximately 1,500 words in length, that provide information on a range of topics such as educational quality, the use of technology in education, and many other issues. Among the 40 titles soon to be available are *Academic Freedom, Dismissing Incompetent Tenured Teachers, The Effects of Corporate Involvement in Education,* and *Improving the Mathematical Skills of Minority Students.*

In addition to providing a concise text discussion, Digests cite references from ERIC documents, magazine and newspaper articles, books, or other publications for readers interested in studying the topics in greater depth.

Easy Access by Computer

ERIC Digests Online will be available through an online information delivery service such as CompuServe or The Source. Anyone who has access to the online service carrying the file and to the appropriate equipment (a microcomputer, communications software, and a modem) will be able to use the Digest file. The file will be searchable by menus and/or key words. Digest project staff anticipate that the file will be available by the end of 1985.

For More Information

Funded by the National Institute of Education, ERIC Digests Online is a cooperative effort by Central ERIC and the 16 clearinghouses of the ERIC system. The project is being coordinated by ERIC/EECE. For further information, contact Mima Spencer, ERIC Digests Online Project Manager, in care of the *ERIC/EECE Newsletter.*

NEW ERIC DOCUMENTS

How to Order ERIC Documents

Complete copies of the ED-numbered documents cited in this newsletter are available in ERIC microfiche collections in more than 650 libraries. For a list of collections in your area, write ERIC/EECE.

ERIC documents also may be ordered, in either paper copy or microfiche, from the ERIC Document Reproduction Service. Order by ED number. Specify either paper copy (PC), a photocopy of the original, or microfiche (MF), a transparent film card containing up to 98 pages of text. Prices are as follows:

Paper Copy (per ED number): 1-25 pp., $2.15; 26-50 pp., $3.90; 51-75 pp., $5.65; 76-100 pp., $7.40. Add $1.75 for every additional 25 pp. or fraction thereof.

Microfiche (per ED number): 1-480 pp., $.97.

Prices shown do not include mailing, which must be added to all orders. First class postage (for all MF orders up to 32 MF): $.20 for 1-3 MF; $.37 for 4-8 MF; $.54 for 9-14 MF; $.71 for 15-18 MF; $.88 for 19-21 MF; $1.05 for 22-27 MF; $1.22 for 28-32 MF. UPS charges (for 33 or more MF and all PC orders): $1.55 for 1 lb; $1.93 for 2 lbs; $2.32 for 3 lbs; $2.70 for 4 lbs. (Each pound equals 75 PC pages or 75 MF.)

Send order and check to:

ERIC Document Reproduction Service
Computer Microfilm International
PO Box 190
Arlington, VA 22210

ED 243 567
Creating School-Business Partnerships
(1983, 76p.)

Six chapters describe an investigation into the scope of school-business partnership activity in Massachusetts. Data were gathered on six partnership efforts.

ED 243 579
Anne T. Marchionne
The Hospitalized Child (1981, 20p.)

Discusses ways hospitals can promote the psychological and social well-being of young patients, describing the importance of familiarizing the child with the hospital and methods for reducing anxiety.

ED 243 582
Martha Pauly and Ann Soldz
Fun for One: Facilitating Solitary Play
(1981, 34p.)

Provides a series of activities adapted for children's solitary play, listing eight different categories of play and organizing each activity according to materials needed, kit construction, and kit use.

ED 243 592
Barry E. Herman
The Case for the All-Day Kindergarten. Fastback 205 (1984, 38p.)

Outlines arguments for and against all-day kindergarten, citing relevant supportive research, describing procedures for prescreening and postscreening of children, and offering a checklist for establishing an all-day program.

ED 243 607
Robert E. Nida and others.
Introducing a Microcomputer to a Preschool Classroom: The Effects on Children's Social Interaction (1984, 35p.)

Describes two studies investigating the effect of microcomputers on children's social behavior in preschool classrooms. Findings suggested few differences in social interaction patterns between a microcomputer and other free-play choice areas.

ED 244 719
Roger B. Burton
Two Dimensions of Parental Warmth
(1983, 11p.)

Discusses three studies investigating affective warmth of parents. Findings generally supported the hypothesis that global measures of warmth should be divided into at least two dimensions: one reflecting the parent-child relationship over time and the other reflecting an immediate resource parents use to shape child behavior.

ED 244 742
Karen Stone and others
Bibliography of Nonsexist Supplementary Books (K-12) (1984, 109p. MF only available from EDRS.)

Intended to help educators identify materials that offset the influence of sex-biased texts, this bibliography lists and annotates over 550 books assessed for sex-bias and reading level.

ED 244 744
Karen Stone and others
Guide to Nonsexist Teaching Activities (K-12) (1983, 108p. MF only available from EDRS.)

Lists available nonsexist instructional resources in the following categories: general awareness, counseling and career guidance, fine arts, health and physical education, language arts, math and science, and sex equity organizations. Lesson plans, course outlines, and other materials are included.

The *ERIC/EECE Newsletter* (ISSN 0740-1132) is published by the ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL. Editor: Karen Steiner; Artist: Cynthia Carlson; Staff Contributor: Ron Hutchison. Any part of this newsletter may be reproduced without permission; please credit ERIC/EECE.

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MicroNotes
on children & computers

MicroNotes Volume 2, Number 2

STATE REPORT: Computing in Alaska's Schools

A recent survey by the U. S. Department of Education's Office of Instructional Services shows that Alaska leads the nation in the number of computers per student available in public schools.

In 1984, Alaska's 4,585 school computers provided a ratio of one computer to every 21.8 students in both rural and urban school districts. By contrast, South Dakota currently has the second highest computer-student ratio: one computer for every 42.9 students.

Does the high computer-student ratio mean that computer usage patterns are different in Alaska's schools? Alaska Education News (February 1985) reports that school districts use computers most often for drill and practice, tutorial instruction, simulation experiences, and educational games. The second most popular use of computers is for word processing, even in the primary grades. The most common languages taught are BASIC and Logo.

The rapid increase in the number of computers available in Alaska's schools (from 526 in 1982 to 4,585 in 1984) created a need for inservice teacher training on computer use. Previously identified by school districts as an urgent priority, training needs are now being met in a variety of ways:

- a nucleus of computer center coordinators and resource people offer training in school districts
- universities and colleges provide extension courses in educational computing
- a self-contained, multi-media training system called the Alaska Computer Training Series is available to teachers in the state.

In addition, workshops sponsored by the Department of Education have provided training for more than 2,000 Alaskan educators during the past three years.

New school district priorities focus on state licensing of software, assistance in software selection and evaluation, and development of a computer network. The Alaska Department of Education is presently working on these new priorities.

Paul Berg, U. S. Department of Education computing specialist, describes the Alaska experience as moving into the next phase of educational computing: demonstrating the effectiveness of the computer as an educational tool by improving student achievement.

RESEARCH REPORT

New Attitudes Study

A New York study conducted in the summer of 1984 introduced microcomputers to 46 low-income minority students aged 7 to 14. Approximately half the students worked on computers in the summer program and also took computers home to use. Students who used them both at home and at school showed a "dramatic change in attitude towards learning." For a copy of the study, write to researcher Helen Kelley at NYU, School of Education, Health, Nursing and Arts Professions, 51 Press Building, Washington Square, New York NY 10003.

Computer Programming and CAI

A study of the effects of computer programming on young children's cognition involved 18 six-year-old children randomly assigned to one of two groups: one learning programming or one using CAI.

Posttesting revealed that children learning to program scored significantly higher on measures of reflectivity and divergent thinking than children taking part in CAI. Research results are discussed in "Effects of Computer Programming" by Douglas Clements and Dominic Gullo. (*Journal of Educational Psychology* Vol. 76, No. 6, 1051-1058)

NEWS/NOTES

Microquests is a new newsletter for Logo enthusiasts. Intended for teachers looking for ideas for using Logo with children (and who are interested in exploring Logo themselves), the 16-page newsletter is produced by co-editors Donna Bearden and Kathleen Martin. Ask for a sample issue from Martin-Bearden, Inc., P.O. Box 337, Grapevine, TX 76051.

Computer Education: A Catalog of Projects Sponsored by the U. S. Department of Education 1983 is available from the National Institute of Education. It contains descriptions of 77 million dollars' worth of federally-funded projects concerning microcomputers in educational settings. A copy of the catalog costs $9.00 from the Superintendent of Documents, U. S. Government Printing Office, Washington, DC, 20402. Request stock number 065-000-00202-7.

A. J. Obrist's 1983 book, titled The Microcomputer and the Primary School, presents an interesting look at the introduction of microcomputers into British homes and primary schools. According to Obrist, Britain is believed to have the largest proportion of home computers per individual of any country in the world. Descriptions of hardware and software in use in England are interspersed with very basic information on computers in education. Available from Hodder and Stoughton Educational Publishers, Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD.

The Council for Exceptional Children has announced that CEC has a 3-year contract with JWK International, a firm which provides technical assistance to developers of special education software, and with LINC Resources to develop an information database of special education software. The purpose of this project is to provide a National exchange for the collection and dissemination of information about technological applications useful in the education of handicapped children and youth. LINC may be reached at 800-327-5892.

Learning Magazine's January 1985 issue contains a succinct one-page article titled "Cautions About Copying" by Thorne D. Harris, III. He is the author of The Legal Guide to Computer Software Protection, published by Prentice-Hall. Of most interest is the section on "Working within the Law."

The ERIC Clearinghouse on Reading and Communication Skills has prepared two brief annotated bibliographies listing ERIC documents related to computers: "Computers and Composition" and "Prewriting." Also available are ERIC Digests (2-page short reports) titled "Software Evaluation for the Teacher of the English Language Arts" and "How to Find Good Computer Software in English and Language Arts." Order free copies of resource lists or Digests from the Clearinghouse at 1111 Kenyon Road, Urbana, IL 61801

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ERIC DOCUMENTS ON COMPUTERS

Focus on Early Childhood Education

1. Microcomputers: A Close Look at What Happens When Preschool Children Interact with Age-Appropriate Software. Daniel D. Shade and Others. (1983) Describes experiments with two different populations of preschool children, aged 4 to 5 years, conducted over a period of several weeks. Concludes that preschool children are capable of working with microcomputers and that they can use the standard keyboard, change software, and work together at the computer station with minimal instruction. (ED 243 608, 27p.)

2. Competence, Gender and Preschoolers' Free Play Choices When a Microcomputer is Present in the Classroom. Judith M. Lipinski and Others. (1983) Examines the concern that children will interact with the computer to the exclusion of other important free-play activities. The study concludes that the presence of the computer only temporarily disrupted children's free play choices. No significant sex differences were found in children's preferences for using the computer. (ED 243 609, 22p.)

3. Children's Computer Drawings. David Alexander. (1983) Briefly describes computer drawing programs, which allow children to create pictures, store them on disk or print them out. Suggests that using these programs is an activity that preschool children at all developmental levels of graphic ability can enjoy as an introduction to computing. Preliminary studies indiciate that computer drawing activities may be appropriate for children as young as three years of age. (ED 238 562, 8p.)

4. A Study of the Effect of Computers on the Preschool Environment. Ruth Ann Nieboer. (1983) Assesses the effect of establishing a computer activity center in a preschool by reporting data gathered by continuous observation and audiotaping of children's verbal interactions. Results indicated that the computer center did not dominate classroom activity and created no unique management problems. (ED 234 898, 49p.)

5. Early Childhood Education and Microcomputers. Marjorie W. Lee. (1983) As families, classrooms and schools obtain microcomputers in increasing numbers, acquisition of computer skills may help young black children close the gap between home/community and classroom/school cultures. Despite this potential, several questions relating to teachers, the instruction of young children, and computer use, especially

with regard to the computer's influence on black culture and on the individual's creative thinking and expressive language, need to be investigated. (ED 231 503, 9p.)

6. Microcomputers in the Early Childhood Classroom. Helen Taylor. (1983) Briefly describes a preschool computer literacy curriculum which includes basic computer terminology and the mechanics of operating the machine and using a particular program. Center supervisors concluded that microcomputers could be introduced as playthings and as a means of adding an extra dimension to a child's learning experience. (ED 234 845, 11p.)

7. Microcomputers in Early Childhood Education. Linda Baskin and Mima Spencer. (1983) Responding to the increasing use of computers in schools by young children, the authors provide definitions of concepts and discussions of topics related to computers and young children. Examined are the concepts of computer literacy, effects of microcomputers on young children, computer assisted instruction, programming (including Logo), and word processing. Also discussed is the importance of training early childhood educators and actively involving them in integrating computer use into the curriculum. (ED 227 967, 33p.)

The ERIC documents (ED's) listed above may be read on microfiche in many libraries and information centers. In addition, they can be ordered in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), PO Box 190, Arlington, VA 22210. MicroNotes subscribers may write to the Clearinghouse for a listing of the locations of ERIC document collections in their states, or for an order form to obtain the documents from EDRS.

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ERIC Digest

Full-Day or Half-Day Kindergarten?

According to educator Barry Herman (1984) and others, the majority of 5-year-olds in the United States today already are more accustomed to being away from home much of the day, more aware of the world around them, and more likely to spend a large part of the day with peers than were children of previous generations. These factors, plus the demonstrated ability of children to cope with a longer day away from home, have created a demand in many communities for full-day kindergarten programs.

This Digest examines how changing family patterns have affected the full-day/half-day kindergarten issue, discussing why schools are currently considering alternative scheduling and describing the advantages and disadvantages of each type of program.

Changes in Family Patterns

Among the changes occurring in American society that make full-day kindergarten attractive to families are

An increase in the number of working parents. As reported by the National Center for Education Statistics (Grant and Snyder 1983), the number of mothers of children under 6 who work outside the home increased 34 percent from 1970 to 1980. The National Commission on Working Women (1985) reports that, in 1984, 48 percent of children under 6 had mothers in the labor force.

An increase in the number of children who have had preschool or day care experience. Since the mid-1970s, the majority of children have had some kind of preschool experience, either in Head Start, day care, private preschools, or early childhood programs in the public schools. These early group experiences have provided children's first encounters with daily organized instructional and social activities before kindergarten (Herman 1984).

An increase in the influence of television and family mobility on children. These two factors have produced 5-year-olds who are more knowledgable about their world and who are apparently more ready for a full-day school experience than the children of previous generations.

Renewed interest in academic preparation for later school success. Even in families without both parents working outside the home, there is great interest in the contribution of early childhood programs (including full-day kindergarten) to later school success.

Schools and Full-Day Kindergarten

School systems have become interested in alternative scheduling for kindergarten partly because of the reasons listed above and partly for reasons related to finances and school space availability. Some of these reasons concern

State school funding formulas. Some states provide more state aid for all-day students, although seldom enough to completely pay the extra costs of full-day kindergarten programs. Other states allow only half-day aid; in these states, funding formulas would have to change in order for schools to benefit financially from all-day kindergarten attendance.

Busing and other transportation costs. Eliminating the need for noon bus trips and crossing guards saves the school system money.

Availability of classroom space and teachers. As school enrollment declines, some districts find that they have extra classroom space and qualified teachers available to offer full-day kindergarten.

In addition, school districts are interested in responding to parents' requests for full-day kindergarten. In New York City, for example, parents who were offered the option of full-day kindergarten responded overwhelmingly in favor of the plan ("Woes Plague New York's All-Day Kindergartens" 1983).

Advantages of Full-Day Programs

Herman (1984) describes in detail the advantages of full-day kindergarten. He and others believe full-day programs provide a relaxed, unhurried school day with more time for a variety of experiences, greater opportunity for screening and assessment to detect and deal with potential learning problems, and more occasions for good quality interaction between adults and students.

While the long term effects of full-day kindergarten are yet to be determined, Thomas Stinard's (1982) review of 10 research studies comparing half-day and full-day kindergarten indicates that students taking part in full-day programs demonstrate strong academic advantages as much as a year after the kindergarten experience. Stinard found that full-day students performed at least as well as half-day students in every study (and better in many studies) with no significant adverse effects.

A recent longitudinal study of full-day kindergarten in the Evansville-Vanderburgh, Ohio, School District indicates that fourth graders maintained the academic advantage gained during full-day kindergarten (Humphrey 1983).

Despite often-expressed fears that full-day kindergartners would experience fatigue and stress, school districts that have taken care to plan a developmentally appropriate, nonacademic curriculum with carefully paced activities have reported few problems (Evans and Marken 1983; Stinard 1982).

Disadvantages of Full-Day Programs

Critics of full-day kindergarten point out that such programs are expensive because they require additional teaching staff and aides to maintain an acceptable child-adult ratio. These costs may or may not be offset by transportation savings and, in some cases, additional state aid.

Other requirements of full-day kindergarten, including more classroom space, may be difficult to satisfy in districts where kindergarten or primary grade enrollment is increasing and/or where school buildings have been sold.

In addition to citing added expense and space requirements as problems, those in disagreement claim that full-day programs may become too academic, concentrating on basic skills before children are ready for them. In addition, they are concerned that half of the day's programming in an all-day kindergarten setting may become merely child care.

Advantages of Half-Day Programs

Many educators still prefer half-day, everyday kindergarten. They argue that a half-day program can provide high quality educational and social experience for young children while orienting them adequately to school.

Specifically, half-day programs are viewed as providing continuity and systematic experience with less probability of stress than full-day programs. Proponents of the half-day approach believe that, given the 5-year-old's attention span, level of interest, and home ties, a half day offers ample time in school and allows more time for the young child to play and interact with adults and other children in less-structured home or child care settings (Finkelstein 1983).

Disadvantages of Half-Day Programs

Disadvantages of half-day programs include midday disruption for children who move from one program to another and, if busing is not provided by the school, difficulty for parents in making transportation arrangements. Even if busing is provided and the child spends the other half day at home, schools may find providing the extra trip expensive. In addition, the half-day kindergartner may have little opportunity to benefit from activities such as assemblies or field trips.

Conclusion

While both full-day and half-day programs have advantages and disadvantages, it is worth nothing that length of the school day is only one dimension of the kindergarten experience. Other important issues include the nature of the kindergarten curriculum and the quality of teaching. In general, research suggests that, as long as the curriculum is developmentally appropriate and intellectually stimulating, either type of scheduling can provide an adequate introduction to school.

FOR ADDITIONAL INFORMATION

Evans, Ellis D., and Dan Marken. *Longitudinal Follow-up Comparison of Conventional and Extended-Day Public School Kindergarten Programs,* 1983. PS 014 383; ED number to be assigned.

Finkelstein, Judith M. *Results of Midwestern University Professors Study: Kindergarten Scheduling.* ED 248 979.

Grant, W. Vance, and Thomas D. Snyder. *Digest of Education Statistics 1983-84.* Washington, DC: National Center for Education Statistics, 1983.

Herman, Barry E. *The Case for the All-Day Kindergarten. Fastback 205.* Bloomington, IN: Phi Delta Kappa Educational Foundation, 1984. ED 243 592.

Humphrey, Jack W. *A Longitudinal Study of the Effectiveness of Full-Day Kindergarten,* 1983. ED 247 014.

National Commission on Working Women. "Working Mothers and Their Families: A Fact Sheet." *Women at Work: News about the 80%,* Winter 1985, 5.

Stinard, Thomas A. *Synopsis of Research on Kindergarten Scheduling: Half-Day, Everyday; Full-Day, Alternate Day; and Full-Day, Everyday,* 1982. ED 219 151.

"Woes Plague New York's All-Day Kindergartens." *New York Times,* 13 October 1983, p. 47.

This Digest was prepared by Dianne Rothenberg for the ERIC Clearinghouse on Elementary and Early Childhood Education, 1984.

The National Institute of Education

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ERIC Clearinghouse on
Elementary and Early Childhood Education

Short Report

Assessing Preschoolers' Development

PARENTS OFTEN ASK how they can tell if their children's development is proceeding "normally." Preschool teachers and day care workers also ask for guidelines to help assess their pupils' progress. To address this problem, Dr. Lilian G. Katz and her coauthors suggest that one way of getting a good picture of whether a child's development is going well is by looking carefully at his or her behavior along the eleven dimensions outlined below.* One word of caution, however: the authors urge that any judgments about a child's progress should be made not on the basis of one or two days of observation, but rather on a longer period. A good general rule is that one week of observation for each year of the child's life will be sufficient for making an initial assessment. For example, if the child is three years old, observations should be conducted over a period of three weeks; four years old, for four weeks; and so forth.

Sleeping

Does the child fall asleep and wake up rested, ready to get on with life? While occasional restlessness, nightmares, or grouchy mornings are normal, an average pattern of deep sleep resulting in morning eagerness is a good sign that the child finds life satisfying.

Eating

Does the child eat with appetite? Skipping meals or refusing food on occasion is normal; sometimes the child is too busy with other activities to welcome mealtime or perhaps is more thirsty than hungry at a given moment. However, a child who over a period of weeks eats compulsively or who constantly fusses about the menu is likely to have "got off on the wrong foot." The purpose of eating should be to fuel the system adequately in order to be able to get on with life; food should not dominate adult/child interaction. Keep in mind that children, like many adults, may eat a lot at one meal and hardly anything at the next. These fluctuations do not warrant comment or concern as long as there is reasonable balance in the nutrition obtained.

Toilet Habits

On the average, over a number of weeks, does the child have bowel and bladder control? The random "accident" is no cause for alarm, especially if there are obvious mitigating circumstances, such as excessive intake of liquids, intestinal upset, or simply absorbtion in ongoing activities to the point of disregarding such "irrelevancies." Persistent lack of control, on the other hand, may suggest the need for adult intervention.

Range of Affect

Does the child exhibit a range of emotions: joy, anger, sorrow, excitement, and so forth? A child whose emotions are of low intensity or whose affect is "flat" or unfluctuating—always angry, always sour, always cheerful and enthusiastic—may be having difficulties. Within a range of emotions, the capacity for sadness, to use one example, indicates the ability to make use of correlate emotions: attachment and caring. Both are important signs of healthy development; the inability to experience them may signal the beginning of depression.

Variations in Play

Does the child's play vary over a period of weeks, with the addition of some new elements even though he or she may play with many of the same toys or materials? Increasing elaboration of the same play activities or engagement in a wide variety of activities indicates sufficient inner security to manipulate (literally, to "play with") the environment. If a child stereotypically engages in the same sequence of play, using the same elements in the same ways, he or she may be emotionally "stuck in neutral" and may be in need of temporary help.

Curiosity

Does the child occasionally exhibit curiosity and even mischief? A child who never pokes at the environment or never snoops into new territory—perhaps in fear of punishment or as a result of the over-development of conscience—may not be developing optimally. Curiosity signals a healthy search for boundaries.

Acceptance of Authority

Does the child usually accept adult authority? Although the inability to yield to adults may constitute a problem, occasional resistance, assertion of personal desires, or expression of objections indicates healthy socialization. Always accepting adult demands and restrictions without a word may suggest excessive anxiety, fear, or perhaps a weakening of self-confidence.

Friendship

Can the child initiate, maintain, and enjoy a relationship with one or more other children? Playing alone some of the time is fine as long as the child is not doing so because of insufficient competence in relating to others. However, chronic reticence in making friends may create difficulties in the development of social competence or relationship building later on, and is cause for concern.

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*Written while Dr. Katz was Fulbright Visiting Professor, the paper "Assessing Preschoolers' Development" is coauthored by staff members of the Department of Child Development, Faculty of Home Science, M.S., University of Baroda, Gujarat, India. The full text of the paper from which this short report has been derived is available in ERIC as ED 226 857.

Interest

Is the child capable of sustained involvement and interest in something outside of himself or herself? Does the child's capacity for interest seem to be increasing to allow longer periods of involvement in activity, games, or play? The emphasis here is on "activities" rather than "passivities," such as television watching. A tendency toward increasing involvement in activities requiring a passive role or the persistent inability to see a project to completion may signal difficulties requiring adult intervention.

Spontaneous Affection

Does the child express spontaneous affection for one or more of those with whom he or she spends time? While demonstrations of affection vary among families and cultures, a child whose development is going well is likely on occasion to let others know that they are loved and to express the feeling that the world is a gratifying place. Excessive expressions of this kind, however, may signal doubts about the strength of attachment between adult and child, and may call for consideration.

Enjoyment of the "Good Things of Life"

Is the child capable of enjoying the potentially "good things of life," such as playing with others, going on picnics, exploring new places, and so forth? A child may have a specific problem—fear of insects or food dislikes, for example—but if the problem does not prevent the child from participating in and enjoying life, then it is reasonable to assume it will be outgrown.

The first three dimensions of development—sleeping, eating, and toilet habits—are particularly sensitive indicators of the child's development, since these the child alone controls. The remaining dimensions, more culture-bound and situationally determined, are still of great value in evaluation, since they are likely to represent important goals held for the child by both parents and teachers.

While the dimensions outlined above provide a useful place to begin in evaluating preschoolers' development, it is important to note that difficulties in any one of these categories, or even in several, are not automatic cause for alarm. Such problems should not be interpreted as signaling an irreversible trend; indeed, temporary difficulties often help those close to the child to understand when the child's situation does not match his or her emerging needs, thus assisting in the process of helping the child "get back on the right foot."

RELATED ERIC DOCUMENTS

Bagbahn, Marcia. *Language Development and Early Encounters with Written Language.* (ED 211 975, 24p.) 1981.

Blevins, Belinda, and Cooper, Robert G., Jr. *The Development of the Ability to Make Transitive Inferences.* (ED 218 919, 11p.) 1981.

Burke, Julie, and Clark, Ruth Anne. *Construct System Development, Understanding of Strategic Choices, and the Quality of Persuasive Messages in Childhood and Adolescence.* (ED 210 727, 19p.) 1981.

Katz, Phyllis A. *Development of Children's Racial Awareness and Intergroup Attitudes.* (ED 207 675, 55p.) 1981.

Proctor, Adele. *Linguistic Input: A Comprehensive Bibliography.* (ED 222 282, 37p.) 1982.

Wagner, Betty S. *Developmental Assessment of Infants and Toddlers in Child Care Programs.* (ED 223 565, 21p.) 1982.

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The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

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National Center for Research in Vocational Education
1960 Kenny Road
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Telephone: (614) 486-3655

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Ann Arbor, Michigan 48109
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University of Oregon
1787 Agate Street
Eugene, Oregon 97403
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The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

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Council for Exceptional Children
1920 Association Drive
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Telephone: (703) 620-3660

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ERIC Clearinghouse on *Higher Education* (HE)
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ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
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ERIC Clearinghouse on *Reading and Communication Skills* (CS)
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212
Telephone: (614) 422-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
Telephone: (609) 734-5176

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-5500

ERIC Processing & Reference Facility
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Prepared by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). *ERIC/EECE address and phone number are on the back of this page.

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new
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More Talks with Teachers

Lilian G. Katz

ERIC/EECE
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, IL 61801

ERIC Clearinghouse on Elementary and Early Childhood Education

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In the five timely articles collected here, Dr. Lilian G. Katz continues to speak to teacher educators and those who work directly with young children about important issues in the field of early childhood education:

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- ☐ Employer-Supported Day Care (Cat. #1600.020)
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Publications

- ☐ *More Talks with Teachers,* by Lilian G. Katz. (1984, ED 250 099) Cat. #198, 96p., $5.95.
- ☐ *What's Happening in Elementary School Classrooms? Research on Time Use, Classroom Operations, and Activity Management,* by Rhonda P. Ross. (1983, ED 222 248) Cat. #197, 108p., $6.00.
- ☐ *Talks with Parents: On Living with Preschoolers,* by Lilian G. Katz. (1983, ED 230 314) Cat. #196, 128p., $6.95.
- ☐ *Infant/Toddler Caregiving: An Annotated Bibliography,* compiled by Alice S. Honig and Donna Sasse Wittmer. (1982, ED 215 781) Cat. #195, 56p., $6.00
- ☐ *Effects of Teacher Behavior on Preschool Children: A Review of Research,* by Elizabeth Phyfe-Perkins. (1981, ED 211 176) Cat. #194, 58p., $3.00.

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3615 Wisconsin Avenue, NW
Washington, D.C. 20016

Child Study Association of America
9 East 89th Street
New York, New York 10028

National Head Start Association
P.O. Box 52528
Tulsa, Oklahoma 74152

National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, D.C. 20009

Play Schools Association
120 W. 57th Street
New York, New York 10019

Society for Research in Child Development
Institute of Child Study
45 Walmer Road
Toronto, Ontario, Canada M5R 2X2

Southern Association On Children Under Six
Box 5403
Brady Station
Little Rock, Arkansas 72215

NATIONAL EARLY CHILDHOOD EDUCATION ORGANIZATIONS

Action For Children's Television
46 Austin Street
Newtonville, MA 02160

American Academy of Pediatrics
Committee on Infant and Preschool Children
1801 Hinman Avenue
Evanston, Illinois 60204

Child Care Information Exchange
C-44
Redmond, WA 98052

Child Welfare League of America
67 Irving Place
New York, New York 10003

Children's Bureau
Office of Child Development
Department of Health, Education, and Welfare
Washington, D.C. 20201

Children's Defense Fund
P.O. Box 7584
Washington, D.C. 20044

Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

Day Care and Child Development Council of America, Inc.
1401 K Street, NW
Washington, D.C. 20005

Day Care Information Service
8701 Georgia Avenue
Suite 800
Silver Springs, MD 20910

Delta Phi Upsilon
National Honorary Fraternity of Early Childhood Education
c/o Thelma Provines
2920 Midweek Drive
Alhambra, California

Foundation For Child Development
Carnegie International Center
345 East 46th Street
Suite 700
New York, New York 10017

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Zip: 10011 Phone: 212-924-3209
Contact: Type: ECE

2
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Address 1: 289 Summer Street
Address 2:
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Zip: 02160 Phone:
Contact: Sandy Ruben Type: ECE

3
Name: **Early Childhood Educators**
Address 1: Lesley College
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Zip: 02141 Phone: 617-868-9600
Contact: Professor Mary Mindess Type: ECE

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Contact: Judy Better Type: ECE

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Contact: Joan Beckford Type: ECE

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Contact: Carol Kuszik Type: ECE

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Contact: Terry Dezso **Type:** ECE

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Contact: Sue Shultz **Type:** ECE

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City: New Haven **State:** CT
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Contact: Patsy Kohout **Type:** ECE

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Contact: Karin Salzmann Type: ECE

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Zip: 02743 Phone:
Contact: Andrea St. Germain Type: ECE

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City: Littleton State: MA
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Contact: Diane Winhelma Type: ECE

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Contact: Sue Rowe Type: ECE

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City: Burlington State: VT
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Contact: Jim Squires Type: ECE

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Contact: Linda Rogoff Type: ECE

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Contact: Nancy Jeffers Type: ECE

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Contact: Marsha Hodgkins Type: ECE

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Contact: Mary Jane Grey Type: ECE

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Zip: 02806 Phone:
Contact: Joyce Butler Type: ECE

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City: Hartford State: CT
Zip: 06105 Phone: 203-522-7762
Contact: Matthew Meined Type: ECE

28

Name: **Montessori Association of CT**
Address 1: Montessori School of Greater Hartford
Address 2: 701 Farmington Ave
City: West Hartford State: CT
Zip: 06119 Phone: 203-236-4565
Contact: Carol Kuszik Type: ECE

Beginner's Bibliography—1984

The practical and readable materials listed here are especially valuable for parents, teachers, and others who want to learn more about how young children grow and learn. This sampling of recent and classic books, pamphlets, and periodicals represents our burgeoning knowledge about early childhood education and child development. Orders should be placed with the publisher listed.

Administering Programs for Young Children. J. F. Brown, ed. Washington, D.C.: National Association for the Education of Young Children. 1984. $7.00.

Addresses issues directors face in providing high quality programs for young children: staff, health, finances, program, and working with families.

Before the Basics: Creating Conversations with Children B. Bos. Turn the Page Press, 203 Baldwin St., Roseville, CA 95678. 1983. $12.50.

Stresses that the child-centered *process* is the key to children's learning through experience.

Birth to One Year: Month by Month Descriptions of the Baby's Development with Suggestions for Games and Activities. M. Segal. The Mailman Family Press, 707 Westchester Ave., White Plains, NY 10604. 1984. $14.95, $7.95 paper.

Ideas for parents and teachers to match activities with the child's development.

Black Child Care—How to Bring Up a Healthy Black Child in America: A Guide to Emotional and Psychological Development. J. P. Comer and A. F. Poussaint. New York: Simon & Schuster. 1975. $3.95.

An exceptionally supportive book for understanding the Black child from infancy through adolescence.

The Block Book, Rev. Ed. E. S. Hirsch, ed. Washington, D.C.: National Association for the Education of Young Children. 1984. $7.00.

Children learn with blocks! See why they are one of the best investments for children from toddlerhood through the elementary years.

But Won't Granny Need Her Socks? Dealing Effectively with Children's Concerns about Death and Dying. D. W. Knowles and N. Reeves. Dubuque, Iowa: Kendall Hunt. 1983. $5.25.

Helps adults respond appropriately to children's questions and concerns about death and dying.

"Careers in Early Childhood Education." Washington, D.C.: National Association for the Education of Young Children, 1983. Single copy free with self-addressed, stamped envelope.

Why teach young children? Explores careers in the profession.

Caring for Infants and Toddlers: What Works, What Doesn't. Vol. II. R. Neugebauer and R. Lurie, eds. *Child Care Information Exchange*, P.O. Box 2890, Redmond, WA 98073. 1982. $10.00.

How to plan and operate good group programs for infants and toddlers.

"Choosing Good Toys for Young Children." S. Feeney and M. Magarick. Washington, D.C.: National Association for the Education for Young Children, 1983. Single copy free with self-addressed, stamped envelope.

Tips for selecting and making the best toys.

Constructive Play: Applying Piaget in the Preschool, Rev. Ed. G. E. Forman and F. Hill, eds. Menlo Park, Calif.: Addison-Wesley, 1984. $12.50.

Open-ended activities and games for children to learn about the physical and social world as well as themselves.

Creative Activities for Young Children. M. B. Chenfeld. New York: Harcourt Brace Jovanovich. 1983. $20.95.

A humanistic approach to child development through learning activities that appeal to children.

A Curriculum for Preschools. C. Seefeldt. Columbus, Ohio: Merrill, 1980. $13.95.

Outlines a basic and sound approach for teaching young children in groups.

Curriculum Planning for Young Children. J. F. Brown, ed. Washington, D.C.: National Association for the Education of Young Children, 1982. $6.50.

Practical curriculum activities and techniques presented by experienced teachers. Includes many of the best articles from *Young Children*.

-ST COPY AVAILABLE

The Development of Language and Reading in Young Children. 2nd ed. S. Pflaum. Columbus, Ohio: Merrill. 1978. $16.95.

Describes how language develops through theory, research, and attention to the prerequisites for learning to read.

Educating Special Learners. G. P. Cartwright, C. A. Cartwright, and M. E. Ward. Belmont, Calif.: Wadsworth. 1981. $18.95.

A comprehensive introductory text about handicapped, gifted, and other special needs children.

Encouraging Employer Support to Working Parents: Community Strategies for Change. D. Friedman. Center for Public Advocacy Research. 12 W. 37th St., New York, NY 10018. 1983. $9.00

Strategies and resources for building good programs for young children with employer support.

Fatherhood U.S.A. D. Klinman, R. Kohl, and The Fatherhood Project. Garland Publishing. 136 Madison Ave., New York, NY 10016. 1984. $14.95.

National guide to programs, services, and other resources for and about fathers.

A Good Beginning for Babies: Guidelines for Group Care. A. Willis and H. Ricciuti. Washington, D.C.: National Association for the Education of Young Children. 1975. $6.50.

Practical ideas for implementing a high quality program for infants. Includes suggestions for program planning, play, routines, staff, facility, and health.

Good Beginnings: Parenting in the Early Years. J. Evans and E. Ilfeld. High Scope. 600 N. River St., Ypsilanti, MI 48197. 1982. $9.95.

Sensible advice on all areas of child development for parents of children from birth through three.

"Guidelines for Selecting Bias-Free Textbooks and Storybooks." Council on Interracial Books for Children. 1841 Broadway, New York, NY 10023. 1980. $7.95.

Suggestions for choosing books free of stereotypes for children.

Growing Wisdom, Growing Wonder: Helping Your Child Learn from Birth Through Five Years. E. M. Gregg and J. D. Knotts. New York: Macmillan. 1980. $13.95.

A practical resource for parents interested in helping their children learn through discovery.

Growing Up Free: Raising Your Child in the 80's. L. C. Pogrebin. New York: Bantam. 1981. $9.95.

How to avoid the pitfalls in gender favoritism and enhance the father's role.

A Guide to Discipline. J. G. Stone. Washington, D.C.: National Association for the Education of Young Children. 1978. $2.00.

What adults can do to avoid problems, how to help children learn self-control, and skilled ways to talk with children.

"Helping Children Learn about Reading." J. A. Schickedanz. Washington, D.C.: National Association for the Education of Young Children, 1983. Single copy free with self-addressed, stamped envelope.

Real-life ways to encourage children's interest and skill in reading *without* isolated lessons. Suggests good books for children from infancy through the early elementary years.

"How to Choose a Good Early Childhood Program." Washington, D.C.: National Association for the Education of Young Children. 1983. Single copy free with self-addressed, stamped envelope. Also available in Spanish.

What to look for when selecting or offering a high quality program for young children.

How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-Confidence, and Wisdom. S. S. Riley. Washington, D.C.: National Association for the Education of Young Children. 1984. $4.50.

Demonstrates how adults treat children *does* make a difference in early reading, play, art, toilet learning, discipline, and other daily activities.

"How to Plan and Start a Good Early Childhood Program." Washington, D.C.: National Association for the Education of Young Children, 1984. Single copy free with self-addressed, stamped envelope.

Steps and resources for developing high quality programs for young children.

How To Talk So Kids Will Listen and Listen So Kids Will Talk. A. Faber and E. Mazlish. New York: Avon. 1980. $4.95.

An enthusiastic action approach to communicating with children and helping them solve their own problems.

Infant Caregiving: A Design for Training. A. S. Honig and J. R. Lally. Syracuse University Press. 1600 Jamesville Ave., Syracuse, NY 13210. 1981. $12.95.

Ideas and training suggestions for teachers of infants and toddlers.

The Infants We Care For. Rev. Ed. L. L. Dittmann, ed. Washington, D.C.: National Association for the Education of Young Children. 1984. $3.50.

Practical guide for professional care of infants in home- or center-based programs.

Just Pretending—Ways to Help Children Grow Through Imaginative Play. M. Segal and D. Adcock. Englewood Cliffs, N.J.: Prentice-Hall. 1981. $13.95, $6.95 paper.

Techniques for parents and teachers to encourage children's pretend play.

Managing the Day Care Dollars: A Financial Handbook. G. G. Morgan. 1982. Cambridge, Mass.: Steam Press. Available from Gryphon House, 3706 Otis St., P.O. Box 275, Mt. Rainier, MD 20712 or Toys 'n Things Press, 906 N. Dale St., St. Paul, MN 55103. $7.95.

A practical financial management guide for directors of programs for young children.

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Music in Our Lives: The Early Years. D. T. McDonald. Washington, D.C.: National Association for the Education of Young Children, 1979. $3.50.

You can teach children to sing, listen, and play instruments even if your own skills are limited!

Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory. C. Kamii. Washington, D.C.: National Association for the Education of Young Children, 1982. $3.50.

Demonstrates how everyday activities, not worksheets, help children learn about mathematics.

Nutrition for the Whole Family. I. C. Jacqua and P. McClenahan. Englewood Cliffs, N.J.: Prentice-Hall, 1982. $5.95.

Includes basic nutritional information and a wide variety of ideas for teaching children about nutrition.

Oneness and Separateness. L. Kaplan. New York: Simon & Schuster, 1978. $7.95.

Poetically evokes the development of an infant and toddler in her or his primary intimate relationship with the mothering one.

Playtime Learning Games for Young Children. A. S. Honig. Syracuse University Press, 1600 Jamesville Ave., Syracuse, NY 13210. 1982. $11.20.

Everyday ways to enrich a child's learning from ages 2 to 6 for parents and family day care providers.

Quality Day Care: A Handbook of Choices for Parents and Caregivers. R. C. Endsley and M. R. Bradbard. Englewood Cliffs, N.J.: Prentice-Hall, 1981. $5.95.

Reviews child care trends, aspects of good programs, and procedures for selecting and monitoring child care.

Raising Good Children: Helping Your Child Through the Stages of Moral Development. T. Lickona. New York: Bantam, 1983. $15.95.

Ways to help children become responsible and decent people.

School-Age Child Care: An Action Manual. R. K. Baden, A. Genser, J. A. Levine, and M. Seligson. Auburn House, 14 Dedham St., Dover, MA 02030. 1982. $15.00.

Comprehensive guide for starting and managing a program for school-age children. Includes sample forms.

Stages of Reading Development. J. S. Chall. New York: McGraw-Hill, 1983. $18.95.

For parents, teachers, and boards of education who want to make informed decisions about teaching children to read.

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Strategies for Teaching Young Children. 2nd ed. J. A. Schickedanz, M. E. York, I. S. Stewart, and D. A. White. Englewood Cliffs, N.J.: Prentice-Hall, 1983. $24.95.

An introduction to curriculum development for young children based on a whole child approach.

Teaching: What It's All About. L. W. Anglin, R. Goldman, and J. S. Anglin. New York: Harper & Row, 1982. $14.00.

Introduces prospective teachers to the profession through encounters with the real world.

To Listen to a Child: Understanding the Normal Problems of Growing Up. T. B. Brazelton. Reading, Mass.: Addison-Wesley, 1984. $15.95.

A positive approach to help adults understand how children's developmental needs are revealed through common behaviors such as fears and tantrums.

Toward Understanding Children. J. Schickedanz, D. Schickedanz, and P. Forsyth. Boston: Little, Brown, 1982. $19.95.

A contemporary approach to learning about human development from infancy through adolescence.

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Traits of a Healthy Family. D. Curran. Winston Press, 430 Oak Grove, Minneapolis, MN 55403. 1983. $14.95, $7.95 paper.

A refreshing approach to how families function well and ways in which adults and children can build upon their strengths.

Understanding the Multicultural Experience in Early Childhood Education. O.N. Saracho and B. Spodek, eds. Washington, D.C.: National Association for the Education of Young Children, 1983. $5.50.

Suggests classroom practices and materials to celebrate the unique contributions of many cultural groups.

What Is Quality Child Care? B.M. Caldwell and A.G. Hilliard III. Washington, D.C.: National Association for the Education of Young Children, 1985. Call NAEYC for price.

Two perspectives on professional child care—essential if children are to become healthy and productive adults.

Who Am I in the Lives of Children? 2nd ed. S. Feeney, D. Christensen, and E. Moravcik. Columbus, Ohio: Merrill, 1983. $21.95.

A comprehensive introduction to the field of early childhood education for prospective teachers.

The Whole Child: Early Education for the Eighties. 3rd ed. J. Hendrick. St. Louis: Mosby, 1984. $24.95.

A balanced and upbeat approach to teaching young children through attention to learning and child development.

Your Baby and Child: From Birth to Age Five. P. Leach. New York: Knopf, 1981. $15.95, $9.95 paper.

A splendid self-help book about child development and childrearing for all parents and teachers.

Periodicals

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Child Care Information Exchange. P.O. Box 2890, Redmond, WA 98073. $20.00 per year.

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Childhood Education. Association for Childhood Education International, 11141 Georgia Ave., Suite 200, Wheaton, MD 20902. $32.00 per year.

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Interracial Books for Children Bulletin. Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. $12.00 per year.

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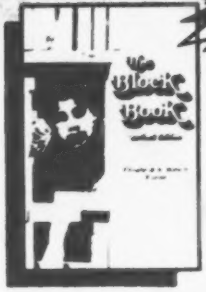

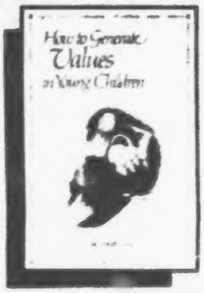

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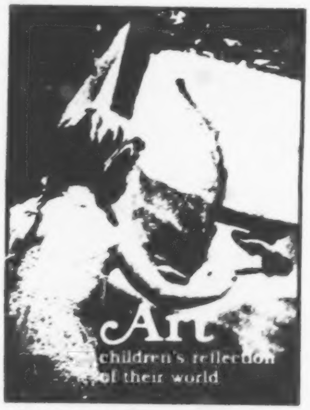
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children's reflection
of their world

#476 Art: children's reflection of their world

Children
learn to love
when they are
loved

#477 Children learn to love when they are loved

Childhood's
challenge
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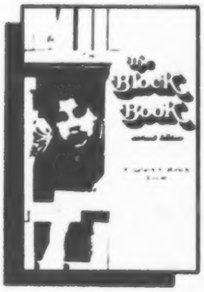

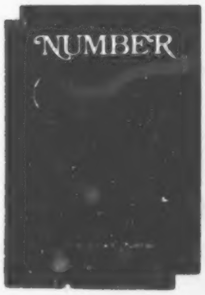

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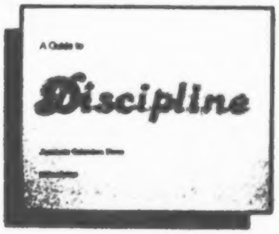

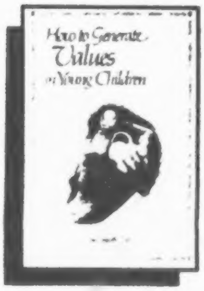

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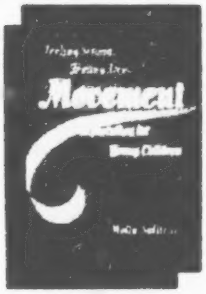

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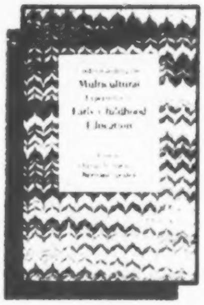

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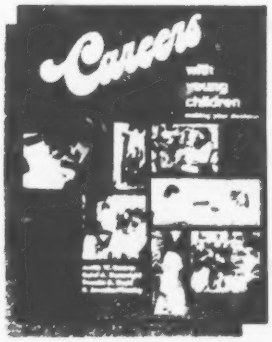

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We Love You—Buckle Up! was developed in cooperation with the U.S. Department of Transportation, National Highway Traffic Safety Administration, Office of Occupant Protection; The Washington State Traffic Safety Commission; and the Mazer Corporation.

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Who is NAEYC?

> "Our Association used to be small, and now we are large. We used to be timid, and now we are becoming bolder. We used to be quiet, but now we speak with a loud voice. We used to have a poor self-concept, and now we are becoming proud and confident. . . . [Our members] provide one of the most vital services possible in any society—the care, nurture, and education of the young, who represent the future of the society."
> **Bettye M. Caldwell, NAEYC President 1982–1984.**

The National Association for the Education of Young Children offers professional development opportunities to early childhood educators designed to improve the quality of services to children from birth through age 8—the critical years of development. Among the opportunities for professional growth are NAEYC's

- Annual Conference
- refereed journal *Young Children*
- books and brochures
- Week of the Young Child
- Membership Action Group grants, and
- the new National Accreditation Project for Early Childhood Programs.

NAEYC, a respected and growing network of nearly 43,000 members in almost 300 local and state Affiliate Groups, was founded in 1926. Our commitment to good programs for children and professional development has been demonstrated through support of major efforts such as Head Start, the Child Development Associate Credentialing and Training Program, and adoption of *Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs* (see p. 6).

Annual Conference

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Every facet of the conference is designed to stimulate your professional growth.

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For further information, contact NAEYC.
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Any interested person committed to fostering the growth and development of children from birth through age eight may join NAEYC. All Regular, Student, and Comprehensive NAEYC members receive six issues of ***Young Children***, reduced NAEYC Conference registration fees, voting privileges, and opportunities to participate in several insurance plans. Life members receive these benefits for life.

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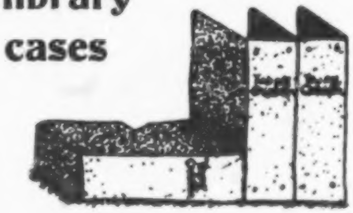

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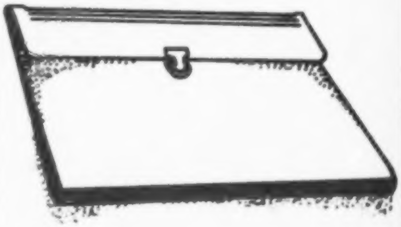

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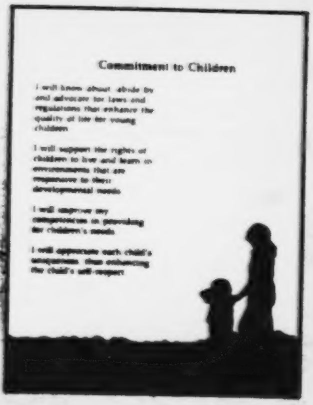

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Helping Children Understand Peace, War, and the Nuclear Threat by Nancy Carlsson-Paige and Diane E. Levin. A difficult subject, but one that must be dealt with by teachers and young children if peace is to be achieved.

Teaching Child Development by Elizabeth Jones. This lively approach for adult education developed at Pacific Oaks will revolutionize your classes and workshops!

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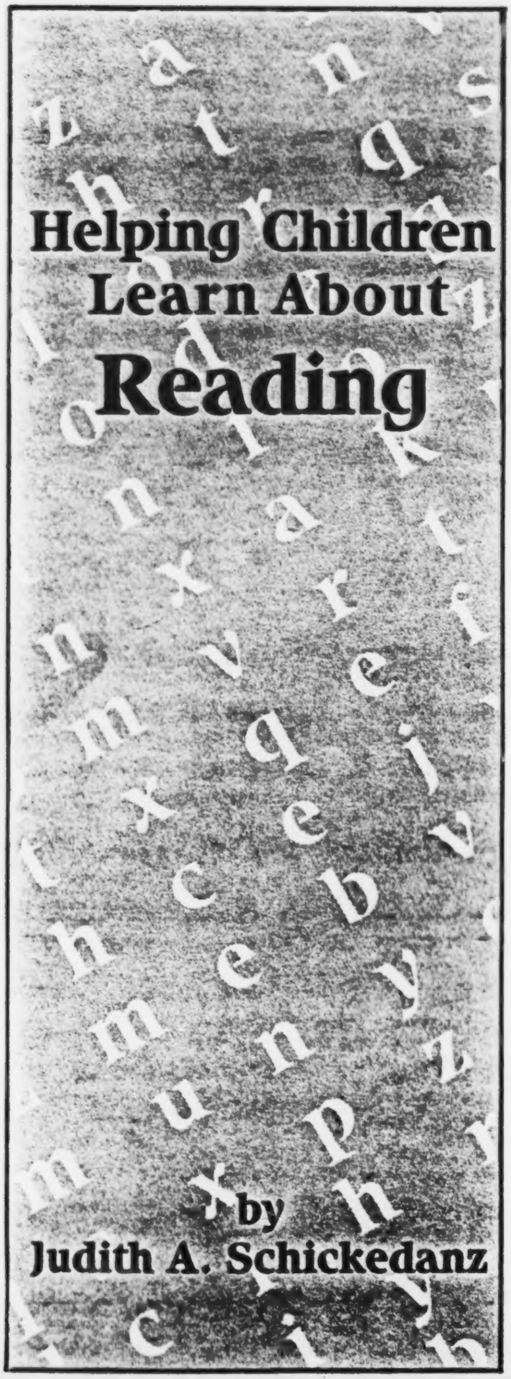

Helping Children Learn About Reading

by
Judith A. Schickedanz

a word to parents

Parents often think that children learn about reading in elementary school. The truth of the matter is that many children already know a lot about reading when they enter kindergarten because parents have been teaching their children about reading from the time the children were born.

The methods parents use to teach children reading differ from those typically used in elementary school. Parents help children learn about reading every day—when they take them to the grocery store or when they point out street signs, for example. This kind of experience with print gives children a broad and meaningful introduction to reading. Reading really cannot be learned very well if we start only with lessons on isolated letters and sounds. If reading is to make sense to children, they must see how it is used in life.

Think how silly it would be to give a baby talking lessons, to make sounds out of context and then expect the baby to repeat these! The baby might learn to make sounds and say words, but might never learn to use words to communicate with others. While children enjoy playing with language, they need much more to learn how to read.

Children who become good readers are those who have had many experiences with print during their early years. They probably have seen their parents reading for pleasure or to obtain information. Reading becomes a part of their lives long before elementary school. Even after children enter elementary school, families can provide a variety of experiences that will help children make the best of their activities in a larger group. Although schools may have capable and dedicated teachers, schools are by their nature isolated from the larger world. Children learn from everything they see and do—at home, at school, and everywhere else. Here are some ideas for families who want to help their children learn about reading.

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Rich Rosenkoetter

Language is the cornerstone of reading development.

How parents can help

Infants

Talk to your baby—during bathtime, at play, when changing clothes or a diaper, at feeding times. Language is the cornerstone of reading development.

Sing to your baby—children's songs or anything that you enjoy.

Prop up a cardboard book for the 2 to 4 month old baby in the crib or on the floor. Select books with simple, bright pictures.

Read or recite nursery rhymes to your baby.

Babies from 6 to 12 months will look at, chew, pound on, or toss books. Cardboard or cloth books can be part of a child's toy selection. Paper books can be reserved for lap reading times.

Name and point to the pictures in books when your baby seems interested.

After you have been naming pictures for a few weeks, begin to ask "Where's the teddy bear?" Soon your baby will bat at or put a finger on the picture of the teddy bear.

Babies can ask "What is that?" by pointing to pictures and babbling. This question-and-answer game is fun and helps increase your baby's vocabulary.

Before the age of 1 year, most babies like to handle books more than they like to listen to you read. Your baby's behavior will make it clear which is more interesting at the time.

Babies who laugh and smile when you play Pat-a-Cake, Peek-a-Boo, or This Little Piggy are old enough to play these games.

When your baby is old enough to sit up easily in a grocery cart, give her or him small unbreakable items to hold, such as a little box of raisins or crackers. Talk with your baby about the box and what is inside.

If you go to a restaurant that uses paper placemats, point out the pictures on the placemat. Babies also enjoy holding plastic-covered menus.

Take your baby to the park, the zoo, the library, the store. Babies learn from everything they see.

Babies can sit on your lap, in an infant seat, or in a high chair while you write letters or make grocery lists. Talk to your baby about what you are doing. Offer toys to younger babies. Children from about age 1 can begin to use blunt writing instruments such as watercolor markers to write on their own paper.

Junk mail is ideal reading material for your baby while you read the other mail. Just make sure baby doesn't eat the mail!

At about 1 year of age children may begin to notice the letters on wooden blocks or other toys. Talk about the letters or words and what they mean.

Toddlers

Toddlers will continue to ask questions about pictures or print. You can help your toddler make the transition from "Dat?" or "Whassat?" to "What's that?" by repeating "What's that?" before answer-

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ing the question.

Stories can be used occasionally to help a child make a transition between active play and more restful activities. Reading books at bedtime has been a favorite of children for generations.

Toddlers who have been read to since babyhood sometimes ask you to read their favorites repeatedly. Sometimes you may want to encourage your toddler to read the book alone while you are close by to comment. Other times when you read together you may want to pause before a familiar word to give your child a chance to point to the picture or say the missing word. Rhyming books are a good way to introduce this game.

Toddlers love to write and draw. Shelf paper or discarded computer paper makes inexpensive large sheets. Offer wide- and thin-tipped watercolor markers to your child. Establish a place for drawing to help your toddler understand that walls are not for drawing on. Drawing materials should be kept out of the toddler's reach, but offered often.

Children enjoy sticking magnetic letters on the refrigerator. Soon you can spell the child's name, or the names of other family members. You can name the letters as you would any other object. Sometimes, just for fun, make your child's name and leave a few other letters as well. Ask your child to find her or his name. Increase the number of extra letters as the toddler's skills grow.

Take your child to the library or bookstore to choose books. Some libraries have story hours for toddlers.

Continue to encourage your child to write shopping lists with you. Give your child coupons for a few favorite grocery items, and ask her or him to show you the coupon for a specific item.

Expand your child's horizons by taking short trips to interesting new places—a street festival, a sheep-shearing—and talk about what is happening. Read posters or programs for the event. Before you go, prepare your child by discussing what you will do. Read about similar functions if possible.

Letters or thank you notes drawn by toddlers may be treasured by friends and relatives. Be sure to read letters aloud when they arrive from others.

Preschoolers

Your child is probably saying familiar stories along with you by now, or perhaps insists on reading to you sometimes. If you are reading and skip a word, you will surely be corrected. This is an extremely important step in learning about reading. Add some new books to your child's collection, of course, but keep reading old favorites.

At this age, shopping is still a marvelous way to help your child see how print works. Preschoolers can select items from the shelf. Cooking together is a terrific way to demonstrate how reading can be used to follow a recipe. Children can assemble the ingredients, stir, and pour while you read the directions.

When eating out, read napkins, placemats, and other printed items with your child. Some of the games printed on placemats are for older children, but younger ones may enjoy drawing on the paper.

Take books with you on long rides or for times when you must wait quietly.

Play games such as *Go Fish, Hi-Ho! Cherry-O,* or picture dominoes. Read the directions aloud and point out print on the materials. Don't expect preschoolers to play games perfectly—they have different ideas about what it means to follow rules.

Children ages 4 or 5 may begin to ask about print in books. You also might want to call attention to the print by asking questions such as "Where does it say *Max* on the boat?" Books with labeled pictures make it possible for children to use their knowledge of pictures to read the words.

Help your child make greeting cards. Older children might want to copy some words, or may ask for spellings. Give one letter at a time. Now writing materials can be made freely accessible to children. Typewriters or home computers might also be a way to encourage emerging writing skills.

Use magnetic or wooden letters to spell important words for your child. You might make a few cards with these words written on them so that the child can select letters to form the words.

Cooking together is a terrific way to demonstrate how reading can be used to follow a recipe.

School-age children

Continue to read to and with your child, especially at bedtime, even if your child has learned to read. You can read one page and then your child can read one page.

Regular stops at the library are still important. Many libraries issue cards to children who can write their own names.

Control the amount of TV that the family watches. Have a family quiet hour every night for reading, writing, or doing homework.

Purchase stationery or paper, pens, and stickers for making stationery so your child can write thank you notes or greeting cards.

Encourage story writing by listening to the stories your child writes. Typewriters or home computers are excellent helps for story writing.

Join in when your child tells jokes or riddles. Language play helps your child think about sounds, words, and meanings.

Play word games such as *Scrabble* or *Boggle* with your child. Purchase inexpensive books of crossword puzzles and other word games that are convenient for taking in the car.

Marletta Lynch

Books for parents

Butler, D. *Babies Need Books*. New York: Atheneum, 1982. Lots of good ideas and some strong opinions about how and what to read to very young children.

Butler, D. *Cushla and Her Books*. Boston: The Horn Book, 1979. A case study of a handicapped child and how books played an important role from infancy.

Butler, D.; and Clay, M. *Reading Begins at Home*. Exeter, N.H.: Heinemann, 1979. Gives sensible information about what reading really is. Provides many ideas for parents.

Chall, J. S. *Stages of Reading Development*. New York: McGraw-Hill, 1983. Gives a thorough description of each stage a child goes through in learning to read. Differentiates prereading from initial reading stage.

Larrick, N. *A Parent's Guide to Children's Reading*. 5th ed. New York: Bantam Books, 1982. Good lists of books for children.

Rossi, M. J. M. *Read to Me: Teach Me*. Wauwatosa, Wisc.: American Baby Books, 1982. Good descriptions of many books for children from birth to age 5.

Books for children

These are some of the *many* good books for young children. The children's librarian can help you find others of interest to your child.

2 to 6 months

Baby's First Golden Book Series. *Little Animal Friends, What Does Baby See?, Play with Me, Winnie the Pooh's Rhymes* (by A. A. Milne, 1967). Racine, Wisc.: Western Publishing, 1977. A set of four books with content related to a baby's life: animals, toys, games, and rhymes. Plastic coated paper that can be mouthed.

Bruna, Dick. *My Toys*. New York: Methuen, 1980. A zig-zag book. Good for propping up and naming pictures.

Chorao, Kay. *The Baby's Lap Book*. New York: Dutton, 1977. Rhymes and verses to read while

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baby is in your lap.

Looking at Animals. Los Angeles: Price/Stern/ Sloan, 1981. Stiff cardboard and colorful. Good for looking at and naming pictures.

6 to 12 months

All those listed above, and these:

Baby's First Book. New York: Platt & Munk, 1960. Stiff cardboard pages with many familiar objects to name.

Bruna, Dick. *B Is for Bear*. New York: Methuen, 1967. A colorful alphabet book.

Gillham, Bill. *The First Words Picture Book*. New York: Coward, McCann, & Geoghegan, 1982. Color photographs of familiar objects. Paper pages.

Miller, John P. *The Cow Says Moo*. New York: Random House, 1979. A cloth book with farm animals and their sounds.

My House. New York: Golden, 1978. Stiff cardboard book with colorful pictures of everyday things. Rounded corners make it safe for the beginning sitter.

Sesame Street. *Ernie and Bert Can ... Can You?* New York: Random House, 1982. A little Chubby Book with cardboard pages that spring up to ease page turning.

12 to 24 months

Brown, Margaret Wise. *Goodnight Moon*. New York: Harper & Row, 1975. Lovely simple story in which many things are told goodnight.

Burningham, John. *The Blanket*. New York: Crowell, 1975. A little boy can't find his blanket so everyone looks for it.

Freeman, Don. *Corduroy*. New York: Penguin, 1968. Your child may not yet have enough patience to listen to the story, but many toddlers love to find Corduroy on each page.

Fujikawa, Gyo. *Baby Animals*. New York: Grosset & Dunlap, 1975. A lovely stiff cardboard book with simple text and charming pictures.

Scarry, Richard. *Best Word Book Ever*. New York: Golden, 1980. A book virtually filled with pictures to name and talk about.

2 to 3 years

Carle, Eric. *The Very Hungry Caterpillar*. New York: Philomel, 1972. A tiny caterpillar grows fat from eating all kinds of things. The repetitive and predictable verse and delightful illustrations will charm children.

Keats, Ezra Jack. *The Snowy Day*. New York: Penguin, 1962. Children will identify with Peter who has fun playing in the snow.

Spier, Peter. *Gobble, Growl, Grunt*. New York: Doubleday, 1971. Pictures of dozens of animals and their sounds.

3 to 5 years

These plus the 2 to 3 years list:

Heller, Ruth. *Chickens Aren't the Only Ones*. New York: Grosset & Dunlap, 1981. A *beautiful* book about animals who lay eggs. Informative and delightful.

Kredenser, Gail, and Mack, Stanley. *One Dancing Drum*. New York: S. G. Phillips, 1971. A counting book with wonderful alliteration and ten interesting instruments.

McCloskey, Robert. *Blueberries for Sal*. New York: Viking, 1948; New York: Penguin, Picture Puffins, 1982. A little bear and a little girl mix up their mothers while gathering blueberries.

Wildsmith, Brian. *Brian Wildsmith's ABC*. New York: Franklin Watts, 1962. Beautifully illustrated, as are all Wildsmith's books.

Single copies of this brochure are free with a self-addressed, stamped, business-size envelope; 2 – 24 copies 25¢ each; 25 – 99 copies 10¢ each; 100 or more copies 5¢ each.

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For further information

If you have remaining questions about how to select a good program, consult an NAEYC Affiliate Group, the early childhood department of a local college, your state licensing agency, the resources listed here, or others knowledgeable about early childhood education.

Choosing Child Care: A Guide for Parents, by S. Auerbach. Institute for Childhood Resources, 1169 Howard St., San Francisco, CA 94103, or from E. P. Dutton through any bookstore. Paper $7.25; hardcover $15.00. 1982.

The Day Care Book: A Guide for Working Parents to Help Them Find the Best Possible Day Care for Their Children, by G. Mitchell. Stein and Day, Scarborough House, Briarcliff Manor, NY 10510. $10.00. 1979.

A Parent's Guide to Day Care, U.S. Department of Health and Human Services, Administration for Children, Youth and Families, Day Care Division. Gryphon House, 3706 Otis St., P.O. Box 217, Mt. Rainier, MD 20712. Paper $4.45. 1981.

Quality Day Care: A Handbook of Choices for Parents and Caregivers, by R. C. Endsley and M. R. Bradbard. Prentice-Hall, General Book Marketing, Special Sales Division, Englewood Cliffs, NJ 07632. $5.95. 1981.

Single copies of this brochure are free with a self-addressed, stamped, business-size envelope; 2–24 copies 25¢ each; 25–99 copies 10¢ each; 100 or more copies 5¢ each. Address orders to

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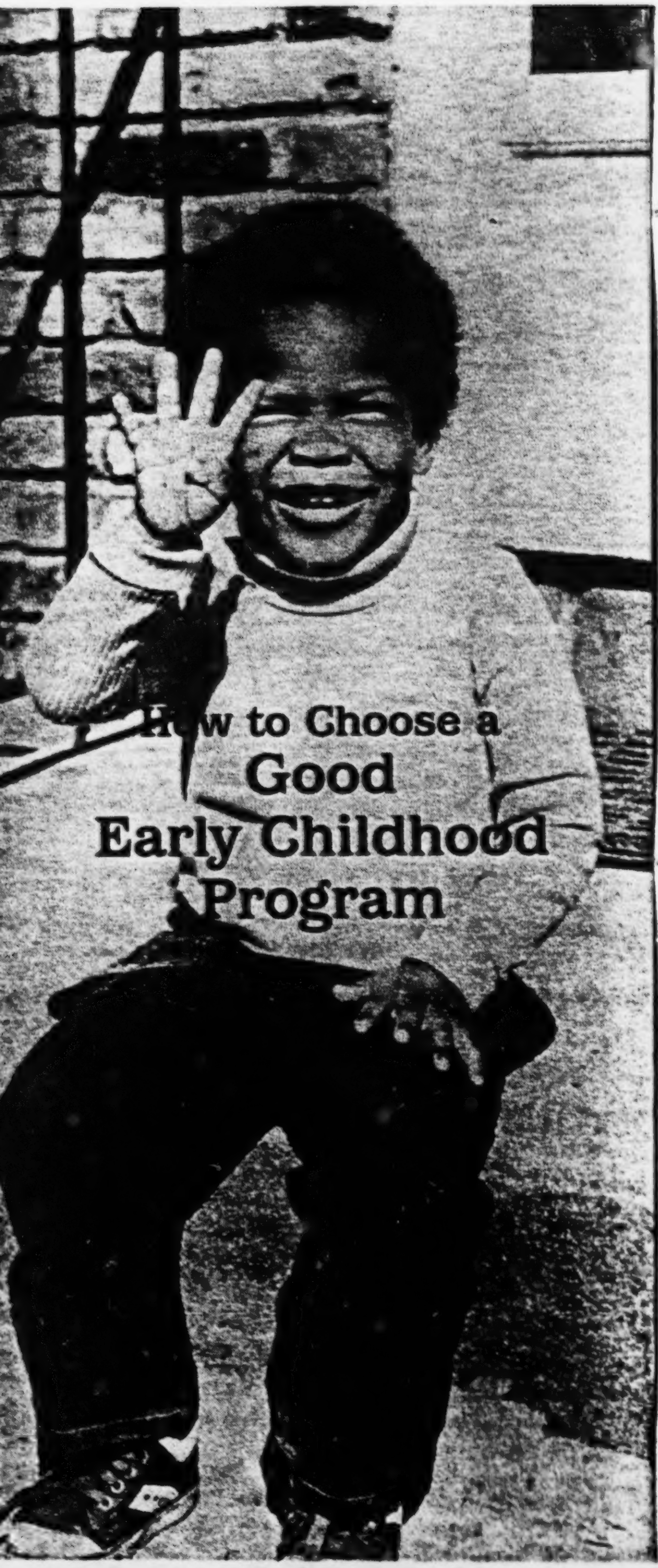


How to Choose a Good Early Childhood Program

Ellen Levine Ebert

A good early childhood program can benefit your child, your family, and your community. Your child's educational, physical, personal, and social development will be nurtured in a well-planned program. As a parent, you will feel more confident when your child is enrolled in a suitable program, and the time your family spends together will be more satisfying as a result. Early childhood education plays an important role in supporting families, and strong families are the basis of a thriving community.

If you are thinking about enrolling your child in an early childhood program, you probably have already decided upon some of your basic priorities, such as location, number of hours, cost, and type of care that best suits your child. If you feel that a group program is appropriate, you can obtain a list of licensed programs for young children from your local licensing agency. Then you can call several programs for further information, and arrange to visit the programs that seem best for you and your child so you can talk with teachers, directors, and other parents.

What should you look for in a good early childhood program? Professionals in early childhood education and child development have found several indicators of good quality care for preschool children. You will especially want to meet the adults who will care for your child—they are responsible for every aspect of the program's operation.

Who will care for your child?

1. The adults enjoy and understand how young children learn and grow.

Are the staff members friendly and considerate to each child?

Do adult expectations vary appropriately for children of differing ages and interests?

Do the staff members consider themselves to be professionals? Do they read or attend meetings to continue to learn more about how young children grow and develop?

Do the staff work toward improving the quality of the program, obtaining better equipment, and making better use of the space?

2. The staff view themselves positively and therefore can continually foster children's emotional and social development.

Do the staff help children feel good about themselves, their activities, and other people?

Do the adults listen to children and talk with them?

Are the adults gentle while being firm, consistent and yet flexible in their guidance of children?

Do the staff members help children learn gradually how to consider others' rights and feelings, to take turns and share, yet also to stand up for personal rights when necessary?

When children are angry or fearful are they helped to deal with their feelings constructively?

3. There are enough adults to work with a group and to care for the individual needs of children.

Are infants in groups of no more than 8 children with at least 2 adults?

Are two- and three-year-old children in groups of no more than 16 with at least 2 adults?

Are four- and five-year-olds in groups of no more than 20 children with at least 2 adults?

4. All staff members work together cooperatively.

Do the staff meet regularly to plan and evaluate the program?

Are they willing to adjust the daily activities for children's individual needs and interests?

5. Staff observe and record each child's progress and development.

Do the staff stress children's strengths and show pride in their accomplishments?

Are records used to help parents and staff better understand the child?

Are the staff responsive to parents' concerns about their child's development?

What program activities and equipment are offered?

1. The environment fosters the growth and development of young children working and playing together.

Do the staff have realistic goals for children?

Are activities balanced between vigorous outdoor play and quiet indoor play? Are children given opportunities to select activities of interest to them?

Are children encouraged to work alone as well as in small groups?

Are self-help skills such as dressing, toileting, resting, washing, and eating encouraged as children are ready?

Are transition times approached as pleasant learning opportunities?

2. A good center provides appropriate and sufficient equipment and play materials and makes them readily available.

Is there large climbing equipment? Is there an ample supply of blocks of all sizes, wheel toys, balls, and dramatic play props to foster physical development as well as imaginative play?

Are there ample tools and hands-on materials such as sand, clay, water, wood, and paint to stimulate creativity?

Is there a variety of sturdy puzzles, construction sets, and other small manipulative items available to children?

Are children's picture books age-appropriate, attractive, and of good literary quality?

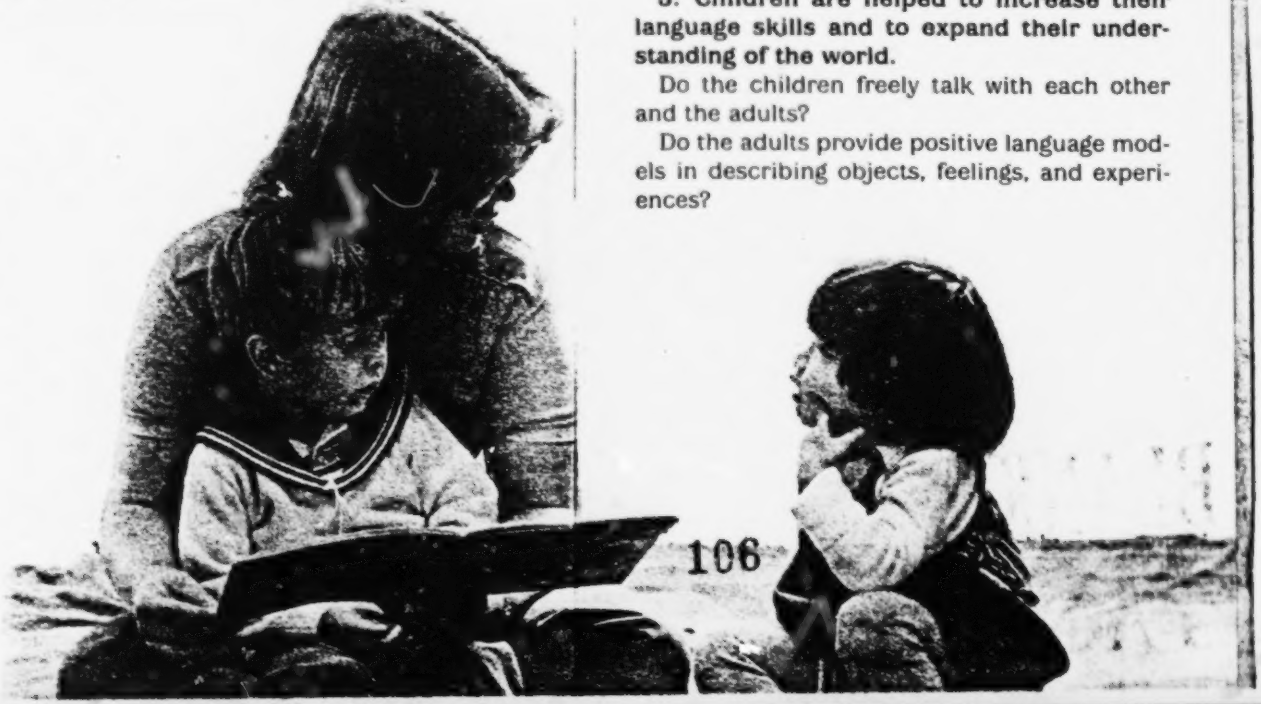
Are there plants, animals, or other natural science objects for children to care for or observe?

Are there opportunities for music and movement experiences?

3. Children are helped to increase their language skills and to expand their understanding of the world.

Do the children freely talk with each other and the adults?

Do the adults provide positive language models in describing objects, feelings, and experiences?



Lois Main

Do the staff plan for visitors or trips to broaden children's understandings through firsthand contacts with people and places?

Are the children encouraged to solve their own problems, to think independently, and to respond to open-ended questions?

How do the staff relate to your family and the community?

1. A good program considers and supports the needs of the entire family.

Are parents welcome to observe, discuss policies, make suggestions, and participate in the work of the center?

Do the staff members share with parents the highlights of their child's experiences?

Are the staff alert to matters affecting any member of the family which may also affect the child?

Do the staff respect families from varying cultures or backgrounds?

Does the center have written policies about fees, hours, holidays, illness, and other considerations?

2. Staff in a good center are aware of and contribute to community resources.

Do the staff share information about community recreational and learning opportunities with families?

Do the staff refer family members to a suitable agency when the need arises?

Are volunteers from the community encouraged to participate in the center's activities?

Does the center collaborate with other professional groups to provide the best care possible for children in the community?

Are the facility and program designed to meet the varied demands of young children, their families, and the staff?

1. The health of children, staff, and parents is protected and promoted.

Are the staff alert to the health and safety of each child and of themselves?

Are meals and snacks nutritious, varied, attractive, and served at appropriate times?

Do the staff wash hands with soap and water before handling food and after changing diapers? Are children's hands washed before eating and after toileting?

Are surfaces, equipment, and toys cleaned daily? Are they in good repair?

Does each child have an individual cot, mat, or crib?

Are current medical records and emergency information maintained for each child and staff member? Is adequate sick leave provided for staff so they can remain at home when they are ill?

Is at least one staff member trained in first aid? Does the center have a health consultant?

Is the building comfortably warm in cold weather? Are the rooms ventilated with fresh air daily?

2. The facility is safe for children and adults.

Are the building and grounds well lighted and free of hazards?

Are furnishings, sinks, and toilets safely accessible to children?

Are toxic materials stored in a locked cabinet?

Are smoke detectors installed in appropriate locations?

Are indoor and outdoor surfaces cushioned with materials such as carpet or wood chips in areas with climbers, slides, or swings?

Does every staff member know what to do in an emergency? Are emergency numbers posted by the telephone?

3. The environment is spacious enough to accommodate a variety of activities and equipment.

Are there at least 35 square feet of usable playroom floor space indoors per child and 75 square feet of play space outdoors per child?

Is there a place for each child's personal belongings such as a change of clothes?

Is there enough space so that adults can walk between sleeping children's cots?

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Effective Advocacy

SUMMER-FALL 1985

Preventing Children Having Children

Clearinghouse Paper No. 1

This special 14-page overview will help you understand why children become parents and how we can develop workable strategies to combat teen pregnancy and give our youth opportunities for fulfilling, self-sufficient futures.

Preventing Children Having Children refutes some common myths about teens who get pregnant, shows how adolescent parenthood makes economic success almost impossible, and outlines the essential building blocks we must use for preventing children from having children.

This report also covers issues of special concern such as adolescent pregnancy in the black community, out-of-wedlock births, births to very young teens, and reaching male teens. Statistical tables include states and large cities ranked by percentage of births to teens.

14 pp., 1985

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20-99 copies: $2.00 ea.-Save 20%
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The Impact of Federal Taxes on Poor Families

Federal taxes on poor working families with children have skyrocketed in recent years.

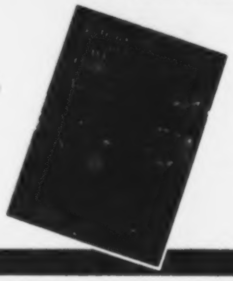
Single parents—primarily women—struggling to support their children on poverty level wages bear an even heavier federal tax burden than two-parent families in poverty.

Large poor families also disproportionately suffer from the federal tax system.

Simple methods exist to bring tax fairness to poor working families with children. Read *The Impact of Federal Taxes on Poor Families* to learn more.

46 pp., 1985, $4.95

CBS News, ABC News, MacNeil/Lehrer Report, The Washington Post, The Los Angeles Times, USA Today . . . all reported the release of this startling new report.



Black and White Children in America: Key Facts

"Black and White Children *is a sobering document, for it puts into bold relief the multiplicity of problems affecting the nation's most precious asset, its children. Those who are concerned about the future of the nation should be required to read these findings. . . .*"

—E. J. Josey, President
American Library Association

This new edition updates the popular *Portrait of Inequality* and describes the status of America's children today.

Black children are "sliding backwards," this new report finds. Compared to five year ago, black children are more likely to be born into poverty, lack early prenatal care, have an adolescent or single mother, have an unemployed parent, be unemployed themselves as teenagers, and not go to college after high school.

Black and White Children examines child poverty, family income, education, health, and teen pregnancy. It documents the steady economic decline of America's children and of black children in particular since 1980. Its clear, urgent prose and informative tables and charts make it a valuable resource for educators, researchers, speechmakers, policy makers, and concerned citizens.

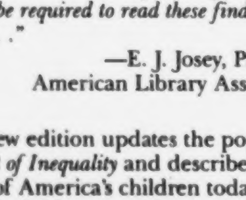
"The shocking statistics in Black and White Children *depict the portrait of continuing inequality in America, but the report goes beyond that, to show us what we must do and how to begin."*

—Dorothy Height, President
National Council of Negro Women

"It is unfair and unacceptable in a country as rich as ours to refuse a child a chance to live, learn, thrive, and contribute. Black and White Children *documents the unjust conditions of millions of American children's lives and what must be done to change them."*

—M. Carl Holman, President
National Urban Coalition

144 pp., 1985, $9.95
ISBN 0-938008-39-0



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THE DATA BOOK: A Summary
National facts about prenatal care, infant mortality, and adolescent pregnancy and how the states rank on maternal and child health statistics including AFDC and state Medicaid benefits. A summary of *The Data Book* above.
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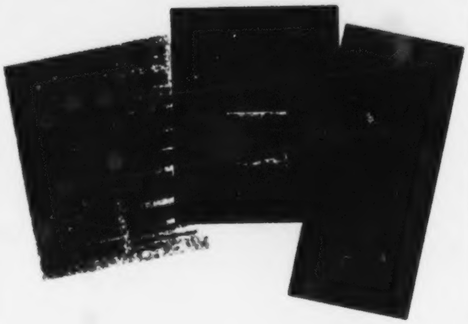

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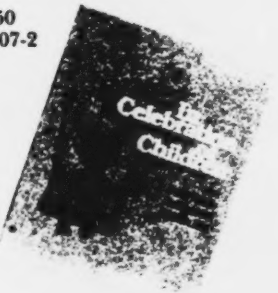

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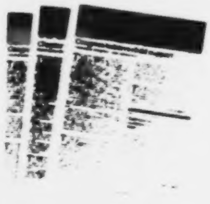

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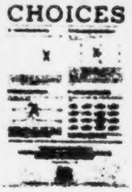

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Finding solutions...

A Corporate Reader: Work and Family Life in the 1980s

An excellent introduction to the problems of balancing work and family life in the coming decade. A range of experts speak out on current issues including men working "pink-collar" jobs, varied work benefits, maternity and paternity leave, day are options, and equal pay for comparable worth. Selections include articles from *The New York Times, The Wall Street Journal*, and columnist Ellen Goodman.

60 pp., 1983, $7.50
SBN 0-938008-04-8

A Corporate Reader

The Child Care Handbook: Needs, Programs, and Possibilities

This common-sense book describes who needs lay care and profiles 12 different successful programs around the country. It also offers strategies o meet the ever-increasing need for affordable, quality care.

16 pp., 1982, Photographs, $7.50
SBN 0-938008-15-3

Child Care: The States' Response A Survey of State Child Care Policies 1983-1984

CDF's latest survey of state child care services examines the increasing need for affordable child are and tracks the impact of federal budget cuts n licensing, training, resource centers, policy developments, and employer-related care across the ountry. The report offers comprehensive solutions to the child care dilemma.

4 pp., October 1984, $5.75

Adolescent Pregnancy Child Watch Manual

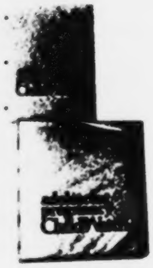
Adolescent Pregnancy Child Watch (APCW) is a project to help local communities learn more about preventing adolescent pregnancy. The *Manual* is a step-by-step guide for setting up a local project: it explains the goals of the program, how to participate, and how to find out what can be done to prevent children from having children.

The Children's Defense Fund, in collaboration with The Association of Junior Leagues, National Council of Negro Women, the March of Dimes and the Coalition of 100 Black Women launched APCW in September 1984. The project is based on the successful Child Watch Project, which involved 1,500 volunteers across the country in monitoring federal budget cuts. The new publication provides statistics and guidance for anyone addressing the teen pregnancy issue.

204 pp., September 1984, $9.50
ISBN 0-938008-36-6

APCW Binder

This high quality, three-inch notebook in durable white vinyl holds the ***Adolescent Pregnancy Child Watch Manual*** and makes it easy to protect and organize your project data.
$5.95



Children and Federal Child Care Cuts: A National Survey of the Impact of Federal Title XX Cuts on State Child Care Systems 1981-1983

CDF's 1983 survey of states presents information on the nature, quality, and extent of child care services being offered under Title XX of the Social Services Block Grant, the major source of federal funding for child care.

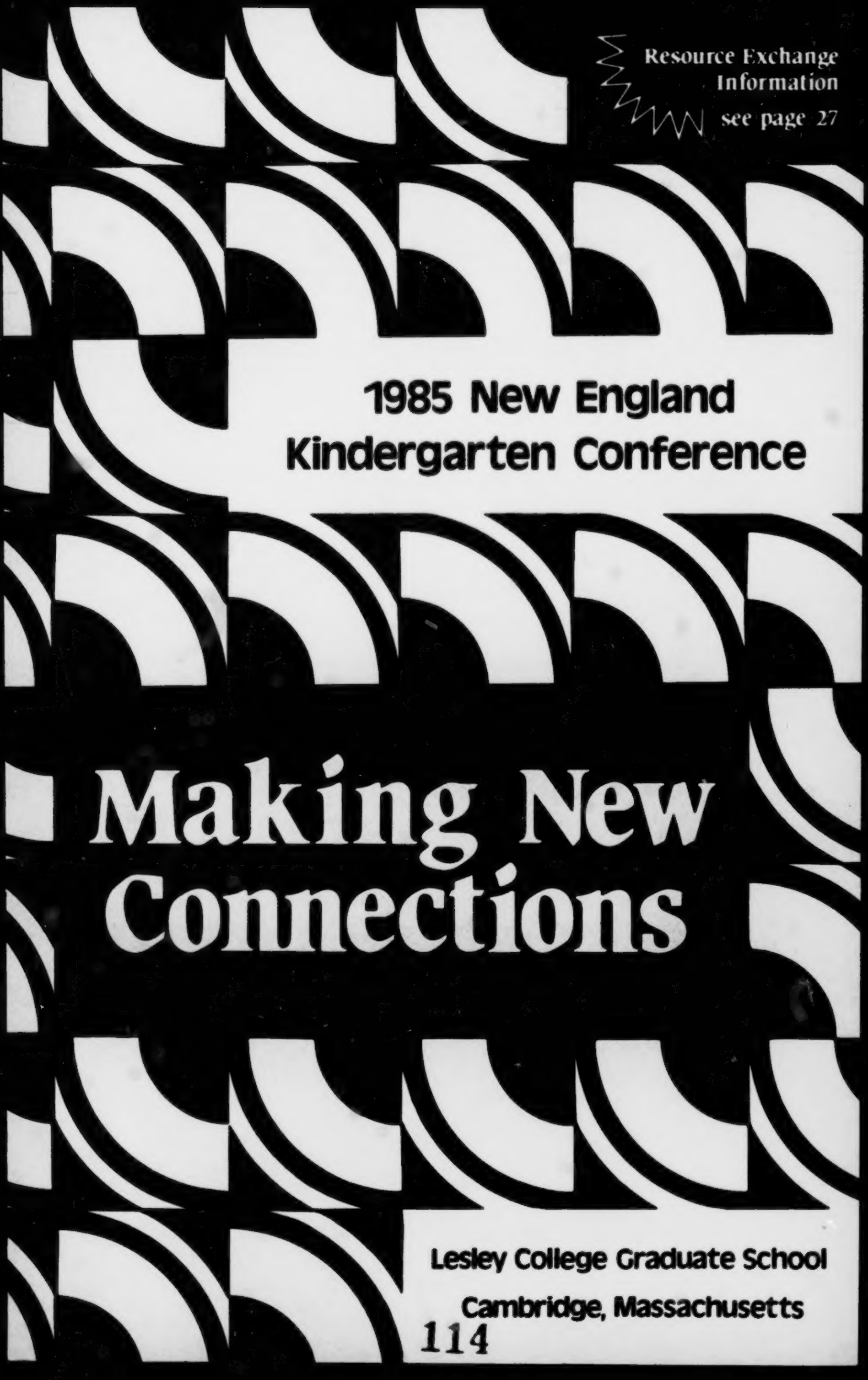
86 pp., 1983, $6.50

Day Care: Investing in Ohio's Children

NEW

This book discusses the need for day care in Ohio and how communities can meet that need. The report includes a realistic agenda for improvement. The report is valuable for Ohioans concerned about day care and those in other states who would like a comprehensive model for change.

102 pp., 1985, $4.50
ISBN 0-938008-41-2



Resource Exchange
Information
see page 27

1985 New England Kindergarten Conference

Making New Connections

Lesley College Graduate School

Cambridge, Massachusetts

114

1985 New England Kindergarten Conference

Friday, November 22, 1985
at
The Lantana-Holiday Inn-Lombardo's Complex
Randolph, Massachusetts

and
A Post-Conference on Saturday, November 23, 1985
at
Lesley College, Cambridge, Massachusetts

Welcome to the 1985 New England Kindergarten Conference. With the adoption of the theme, MAKING NEW CONNECTIONS, the Conference is committed to helping early childhood educators throughout the world connect with each other to improve the care and education of young children.

In an effort to increase communication this year's Conference includes several new features: **Focused Chats** which provide an opportunity for people who share similar concerns to talk with each other, and **Conversation with "The Experts"**, which provides for interaction related to issues discussed at the Conference. Also offered is an opportunity to become a part of the **Early Childhood Resource Exchange.**

Early childhood professionals need to explore new ways to reach out on behalf of children — to reach out to parents, to communities, to state, federal and international agencies. You are invited to become a part of this significant effort.

PRESIDENT'S RECEPTION

Holiday Inn-Milton Room ***3:00-4:30 P.M.***

All Conference attendees are invited to meet the new President of Lesley College, Margaret A. McKenna. Join us for conversation and light refreshments.

Please bring this program with you to the Conference

CONTENTS

General Information **Page no.**

President's Reception 2
Conference Dates 2
Travel Directions to Randolph 4
Hotel Information 4
Conference Luncheon 4
Information for Handicapped Persons 4
Food Services 4

Personalized Conference Planner 5

Registration Information 6
Costs 6
Purchase Order Policy 6
Refund Policy 6

Celebration of Ideas 7
Commercial Exhibits 7

New Features

Conversation with "the Experts" 8
Focused Chats 16
Early Childhood Resource Exchange 27

Session Descriptions

A Time Block 8
B Time Block 10
C Time Block 12
D Time Block 15
E Time Block 16
R & R Session 19

Post-Conference Session

General Information 20
Hotel Information 20
Program 20
Section Meeting Descriptions 21
Exploring the World of Dinosaurs, a Performance for Children 24

Steering Committee 25
Resource Exchange Reply Form 27

Registration Forms

Conference Registration Form 29
Post-Conference Registration Form 31
Hotel Reservation Form/Holiday Inn in Randolph 33
Hotel Reservation Form/Quality Inn in Cambridge 35

GENERAL INFORMATION

In 1985, the Kindergarten Conference will be held on Friday, November 22, at the Lantana-Holiday Inn-Lombardo's Complex in Randolph, MA. There will also be a Post-Conference on Saturday, November 23, to be held at Lesley College in Cambridge, MA. (See p. 20 for details.)

Travel: The Conference Complex is located just off Rte. 128 at Exit 67S. It is accessible by car and there is ample free parking. Limousine service is available from Logan Airport. Request time schedule from the Holiday Inn. Shuttle-bus service will be available between Lesley College in Cambridge and Randolph. Approximate travel time is 45 minutes; cost is $1.00 each way, pay as you board.

Hotel Information: If you plan to stay at the Holiday Inn in Randolph the evening before the Conference, please complete the Hotel Reservation Form on page 33 and return it directly to: Holiday Inn, 1374 North Main Street, Randolph, MA 02368.

Conference Luncheon: (Lantana-Normandy Room) 1st seating - 11:45 A.M.-12:45 P.M. 2nd seating - 1:15-2:15 P.M. *Menu:* Choice of Boneless Breast of Chicken with Bread and Apple Stuffing OR Baked Scrod. Both entrees served with the following: Tossed Salad, Baby Carrots, Green Beans Almondine, Ice Cream Pie with Strawberries. *Cost:* $10.00 - Advanced reservation required. *Note:* Please indicate choice of entree on your conference registration form. 1st and 2nd seating luncheon tickets are color-coded and are not interchangeable.

Access for Handicapped Persons: All meeting rooms in the Holiday Inn and Lombardo's are accessible by elevator. To reach the lower level rooms in Lantana, it is necessary to make special arrangements. Persons unable to use the stairs should contact the Conference Office prior to November 19. Telephone (617) 868-9600, ext. 282.

Smoking: Please note that smoking is not permitted in any of the meeting rooms.

FOOD SERVICES

8:30-4:00	Coffee, pastry, beverages	Lantana
	Coffee, pastry, sandwiches, beverages and desserts (available on a cash basis)	Lombardo's and Holiday Inn
	Reserved Luncheon	Lantana-Normandy Room
11:45-12:15	1st seating	
1:15-2:15	2nd seating (Note: Participants attending a C Block session will be seated at 1:30)	

PERSONALIZED CONFERENCE PLANNER

This form is provided for your use in planning your Conference day. You are advised to make a first choice and an alternate selection in each time block. Seating in all sessions is on a first-come basis. Take special note of the building designations. Allow approximately 5 minutes walking time to go from one building to another. Free continuous shuttle-bus service between buildings is available.

TIME BLOCK		SESSION NUMBER	BUILDING	ROOM
A	8:30-9:45 A.M.	*1st choice*		
		alternate		
B	10:15-11:30 A.M.			
C*	12:00-1:15 P.M.			
D**	1:15-2:30 P.M.			
E†	2:45-4:00 P.M.			
R & R	4:30-5:30 P.M.			

**Reserved Luncheon 11:45-12:45*
***Reserved Luncheon 1:15-2:15*
†President's Reception 3:00-4:30

ONGOING ACTIVITIES

8:30-4:00	Commercial Exhibits	Lantana-Main Ballroom
8:30-4:00	Festival of Ideas Center	Lantana-Randolph Room

REGISTRATION INFORMATION

Conference Registration, Nov. 22	$35.00
Discount Rate (for registrations postmarked by Oct. 25)	$30.00
Luncheon, Lantana - 1st or 2nd seating	$10.00
Student Registration, Nov. 22	$15.00
Post-Conference Registration, Nov. 23 (luncheon included)	$30.00

Registration is required for admission to all sessions, to the Celebration of Ideas and to the Commercial Exhibits. Since all registration materials will be sent to you by mail, go directly to the first meeting of your choice on the day of the Conference.

Conference registration does not guarantee seating in any specific meeting. Seating will be on a first-come basis. The seating capacity for each meeting is indicated on the program. When the capacity is reached, the door will be closed and no one else will be admitted.

You are urged to send in your registration form (see page 29) together with your payment as early as possible. **Be sure to enclose a self-addressed, stamped envelope** so that your materials can be mailed to you. Registrations received after the total Conference capacity has been reached or postmarked after Nov. 11 (whichever comes first) will be returned. All registrations must be accompanied by payment or an authorized Purchase Order. Make checks payable to Lesley College/NEKC. (Sending separate checks for the registration and the reserved luncheon will considerably speed up refunds if luncheon tickets are sold out at the time your registration is received.) Mail completed registrations to The New England Kindergarten Conference, Lesley College, 29 Everett Street, Cambridge, MA 02238.

Policy Regarding Authorized Purchase Orders: Authorized purchase orders are acceptable. Conference registrations which are to be paid by purchase orders must include the P.O. number and the name of the issuing school system or agency on the registration form.

Refund Policy: Requests for refunds which are received **before November 12** will be honored. Refund requests received between November 12 and 20 will be honored only in cases in which we are able to make the registration available to another person. Refund requests received **after November 20** cannot be honored. **The refund policy is the same for prepaid and for purchase order registrations.**

Next year's Conference will be held on Friday, November 21, 1986

Celebration of Ideas *8:30 A.M. - 4:00 P.M.*

Lantana-Randolph Room

- Interest Center Ideas
  Projects inspired by the book, *Creative Activities for Young Children*, tested in classrooms and set up at the Conference by the author.
  Mimi Brodsky Chenfeld, *Columbus, Ohio*

- Teacher Made Learning Activities
  Various learning games through which the child acquires the basic concepts of colors, shapes, math and reading readiness skills.
  Cynthia S. Burke, *YWCA Preschool, Worcester, MA*

- Wheels, Rails, Wings and Sails
  An interdisciplinary unit exploring the world of travel and transportation.
  Diana Coyle, *Director,* ***Vicki Milstein, Carroll Lynch, Judy Thomson,*** *Norwood Cooperative Nursery School*

- ELFKIN Explores His Environment
  Use of a class mascot to build confidence, demonstrate good work habits and encourage parent participation.
  Clare T. Nadolski, *Worcester MA*

- Activities for Achieving Diversity
  Cultural, racial, linguistic, and ethnic diversity as well as ways of responding to children's special abilities.
  Sandy Ruben, *BAEYC, Cambridge, MA*

- Head Start 20th Anniversary Celebration
  "TOUCHING CHILDREN, BUILDING FAMILIES"
  Recognition of quality, comprehensive early childhood education that makes a difference.
  New England Head Start Parents' and Directors' Association

- Computers with Young Children
  Computer based activities used with kindergarten children who are educationally disadvantaged due to linguistic and cultural differences.
  Chapter I Teachers, *Fall River, MA*

Commercial Exhibits *8:30 - 4:00 P.M.*

Lantana-Main Ballroom and
Lombardo's - Lower Level

An opportunity to view a wide variety of commercially available materials and to talk with company representatives.

NEW FEATURE

CONVERSATION WITH "THE EXPERTS"

The purpose of this new feature is to provide a setting in which Conference participants can engage in dialogue with a speaker. Sessions numbered 11, 12, and 14 in each time block have been reserved for this purpose. Check the program for the availability of the speaker with whom you would like to talk. Each room accommodates 15 people. Admission will be on a first-come basis.

A TIME BLOCK 8:30 - 9:45 A.M.

A1 Implementing a Full Day Kindergarten Program

Lombardo's-Embassy Room (400)
The design, implementation and evaluation results of a full day kindergarten program. Philosophy, organizational issues, curriculum refinement, staff development, parent education, social, economic and political implications.
Sheila Terens, *Lawrence, NY*

A2 Greater Than the Parts: Quality Circles

Lombardo's-Regency Room (500)
Theory, description and techniques of shared decision making, a process which allows leaders to best utilize the talents of the total staff in solving school related problems and in creating an optimal school environment.
Anabel Jensen, *Nueva Learning Center, Hillsborough, CA*

A3 Books and Beyond: A High Interest Reading Incentive Program with a Critical T.V. Component

Lombardo's-Venetian Room (400)
Strategies designed to increase the amount of time children spend in recreational reading activities, to decrease the time spent in indiscriminate T.V. viewing, and to increase the scope of children's reading interests. Ways to involve parents in this effort. A program validated by the U.S. Department of Education's National Diffusion Network.
Note: This session will be continued in the B Time block.
Ellie Topolovac, *Solana Beach School District, Solana Beach, CA*

Numbers in parentheses indicate seating capacity.

A4 The Non-English Speaking Child in the Regular Kindergarten Classroom

Lombardo's-Jessica's (200)
Philosophy and methods used in English as a Second Language (ESL) programs. A discussion of the influence of culture on school adjustment. Curriculum suggestions for developing global awareness and self-esteem in young children. Presentation of songs to enhance intercultural understanding.
Jacklyn Clayton, Miriam Kronish, *Needham, MA*

A5 Identifying the Special Needs Child: A Developmental Perspective

Lantana-Mediterranean Room (250)
How to differentiate typical from atypical development — a session devoted to helping teachers determine which children should be referred for special needs evaluation. Suggestions regarding the kinds of mainstreamed classroom environments that can respond to children's needs and ways of improving communication between schools and diagnostic agencies.
Kristen Kuehnle, *Mass. General Hospital, Boston, MA*

A6 Beginning with Bubbles: Science Experiences for Young Children

Lantana-Hob Nob Pub (150)
Explore the bubble factory as it was presented to a group of 3- and 4-year olds. Slides will highlight general concepts of curriculum development. Participants will have an opportunity to generate ideas and share applications for other areas of science.
Rosemary Agoglia, Irene Eigner, *Amherst, MA*

A7 The Prevention of Sexual Abuse

Lantana-Normandy Room (400)
An overview of sexual abuse of children under 6-years of age with a focus on abuse in day care settings and in preschools. Specific techniques for prevention of child sexual abuse including ways of recognizing potential offenders and suggestions for setting up an environment in which child molestors can not function. What to watch for in talking with children regarding sexual abuse.
Lynn Sanford, *Coastal Community Center, Braintree, MA*

A8 Astra's Magic Math Program

Holiday Inn-Randolph Room (125)
A demonstration of one unit (geometric shapes) as an illustration of this validated National Diffusion Network Program. The program includes

teacher demonstrations, oral language and individual manipulation of objects. Astra, the girl from outer space, who has magical math powers, provides motivation.
Gretchen Ross, *San Mateo, CA*

A9 Children's Needs and Community Values

Holiday Inn-Milton Room (125)
The role of leadership in developing early childhood programs which serve the prerogatives of the children while addressing the pressure points of the community.
Carol Sager, *Superintendent of Schools, Highwood-Highland Park, IL*

A10 Meeting the Growing Need for Day Care

Lombardo's-Wing Room (65)
Description of the concepts and implementation of Massachusetts' plan to address the need for quality, accessible, affordable day care. The plan includes the encouragement of employer-supported child care programs, the creation of child care resource and referral centers, increased state funding and salary upgrading.
Heidi Urich, *Coordinator, Governor's Day Care Partnership Initiative, Boston, MA*

CONVERSATION WITH "THE EXPERTS"

A11 ***Stephanie Maze*** — Day Care Programming
Lantana-Old Office (15)

A12 ***Michelle Heist*** — Superheroes/The Value of Play
Holiday Inn-Boston Room (15)

A14 ***Patty Hnatiuk*** — The Day Care Parent
Holiday Inn-Weymouth Room (15)

B TIME BLOCK 10:15 - 11:30 A.M.

B1 Critical Thinking and Cognitive Development in the Preschool and Kindergarten

Lombardo's-Embassy Room (400)
An overview of cognitive development in the early years with an emphasis on strategies that elicit verbal and non-verbal thinking skills. Implications of current developments in brain/behavior relationships (right-left brain differences and factors affecting attention and task orientation).
Judith Souweine, *Public School Preschool Coordinator, Amherst, MA*

B2 Developing Young Writers

Lombardo's-Regency Room (500)
Suggestions for setting up an environment that encourages children to write. A presentation and a discussion of many examples of young children's writing with specific focus on the ways children use writing in kindergarten.
Ellen Blackburn, *Brookline, MA*

B3 Books and Beyond: A High Interest Reading Incentive Program with a Critical T.V. Component (A continuation of A3)

Lombardo's-Venetian Room (400)

B4 "Beatocello", A Clown Under a Red Umbrella

Lombardo's-Jessica's (200)
"Beatocello" is a clown who tells stories using music, cartoons, words of poetry and philosophy to help entertain and stimulate sad children. He was created by a pediatrician, also an accomplished cellist, who worked for the Red Cross in Cambodia. Dr. Richner witnessed children in displaced person camps failing to thrive and developed "Beatocello" as part of the therapy.
Beat Richner, *M.D., Zurich, Switzerland*

B5 The Art Museum as a Learning Experience

Lantana-Mediterranean Room (250)
Helping children learn to look at and talk about art. Use of the art museum's resources to stimulate development of visual and verbal vocabulary. Suggestions for age appropriate activities for encouraging children's participation in and enjoyment of art.
Jeanne Pond, *Worcester Art Museum*

B6 Practical Applications of Piaget's Theory in the Early Childhood Curriculum

Lantana-Hob Nob Pub (150)
An explanation of why spinning easels, swinging sand-pendula, and bent paint brushes are consistent with Piaget's theory of learning. Slides of classroom activities narrated with a rationale for these activities.
George Forman, *University of MA, Amherst, MA*

B8 Working Toward Quality Early Childhood Programs: The NAEYC Center Accreditation Project

Holiday Inn-Randolph Room (125)
A new approach for achieving professional standards in day care, preschool and kindergarten programs. A discussion of this self-study model, the criteria included and the procedures for validation.
Gwen G. Morgan, *Wheelock College, Boston, MA*

B9 The Psychology of the Child/Computer Interaction

Holiday Inn-Milton Room (125)
Strategies for teaching and evaluating the use of computer graphics for 3-5-year old children. Data on parents' and children's attitudes toward computer use, individual differences — including sex differences. Factors to consider in selecting programs and machines best suited to young children. Some consideration will be given to the use of the computer as an instructional or a remedial tool with developmentally disabled children.
Grace Baron, *Wheaton College, Norton, MA*

B10 Teaching Strategies for Toddlers and Two's

Lombardo's-Wing Room (65)
Developmental characteristics and learning styles of children between the ages of 1-3 years. Techniques that capture children's interest, and activities that foster their learning.
Karen Miller, *Children's World, Inc., Evergreen, CO*

CONVERSATION WITH "THE EXPERTS"

B11 ***Lynn Sanford*** - Sexual Abuse
Lantana-Old Office (15)

B12 ***Kristen Kuehnle*** - Special Needs
Holiday Inn-Boston Room (15)

B14 ***Carol Sager*** - Building Community Involvement
Holiday Inn-Weymouth Room (15)

C TIME BLOCK 12:00 - 1:15 P.M.

C1 The Cambridge-Lesley Literacy Project in Action

Lombardo's-Embassy Room (350)
An opportunity to become involved in the sharing and doing activities most central to the Project. Participation in strategies for sharing literature in linguistically productive ways.
Don Holdaway, *Auckland, New Zealand*
and members of the Literacy Team

C2 The Child Who Reads in Kindergarten

Lombardo's-Regency Room (500)
Characteristics of early readers. Ways that the school can work with these children and their parents in fostering the development of reading and thinking skills.
Joan Isenberg, *George Mason University, Fairfax, VA*

C3 Training and Development for Child Care Staff

Lombardo's-Venetian Room (400)
What motivates adults to learn? Staff training strategies to match the developmental stages of teachers - a discussion of methods and materials to fit different needs.
Karen Miller, *Evergreen, CO*

C4 Helping Children Improve Their Social Skills

Lombardo's-Jessica's (200)
A review of research regarding the importance of peer relationships in early childhood and the influence of these relationships on self-esteem and school achievement. Ways of *identifying* children who may be experiencing peer relationship problems and *instructing* these children in the social skills which are related to peer acceptance.
Linda Tschantz, *Wheaton College, Norton, MA*

C5 DINOSAUR ROCK — An Introduction to the World of Dinosaurs

Lantana-Mediterranean Room (250)
A workshop using tunes about paleontology and the latest information on dinosaurs and their world as the basis for involving children in creative drama and movement activities. Dinosaur related experiences that help children learn about the food chain, the environment and other concepts in science and in nature study.
Michele Valeri, *Wolf Trap Institute, Vienna, VA*

C6 Celebrations: A Time of Light and Giving

Lantana-Hob Nob Pub (150)
A multicultural unit that looks at the ways people around the world hold celebrations. The unit affirms each child's unique beliefs and values and emphasizes cross-cultural similarities. Included are suggestions for nature study and for enriching all aspects of the curriculum, including the teaching of prosocial behavior. The unit, developed for use in a Full Day Kindergarten Program within a Day Care Center, is presented as a model for exploring curriculum development in the All Day Kindergarten Program.
Stephanie Maze, Jeanne Ruckert, Nicholas Yaffe,
Tufts Educational Day Care Center, Medford, MA

C7 Luncheon - 1st seating **11:45 A.M. - 12:45 P.M.**
(advanced reservation required)
Lantana-Normandy Room (400)

C8 Sick Child Care

Holiday Inn-Randolph Room (125)
The Day Care Center's responsibilities in health related issues. An up-date on recent health literature in early child development. Resources for developing new health guidelines for Day Care Centers. Programs for caring for mildly ill children at the Day Care Center.
Beth Fredericks, *Work/Family Directions, Boston, MA*
Abby Kendrick, *Massachusetts Dept. of Public Health*

C9 Communicating with Parents

Holiday Inn-Milton Room (125)
Effective approaches for helping parents to understand the kindergarten program and to keep informed about their child's development. Techniques for conferencing with parents, especially regarding difficult issues such as recommended retention or the school's response to individual needs. The use of parent volunteers in the classroom.
Noreen Didonna, *Shrewsbury, MA*

C10 What to Do with Superhero Play

Lombardo's-Wing Room (65)
Do superheroes belong in the early childhood classroom? Developmental issues related to children's use of superhero play. Consideration of sex differences and suggested classroom strategies.
Carolee Fucigna, *Eliot-Pearson School, Tufts University, Medford, MA*
Michelle Heist, *Arlington, MA*

CONVERSATION WITH "THE EXPERTS"

C11 ***Linda Atwood Preston,*** Winchester, MA - Curriculum Balance in the All Day Kindergarten
Lantana-Old Office (15)

C12 ***Ellen Blackburn*** - The Young Child and the Writing Process
Holiday Inn-Boston Room (15)

C14 ***Jeanne Pond*** - Art Experiences
Holiday Inn-Weymouth Room (15)

D TIME BLOCK 1:15 - 2:30 P.M.

D1 The Cambridge-Lesley Literacy Project in Action (See C1)

Lombardo's-Embassy Room (350)

D2 The Child Who Reads in Kindergarten (See C2)

Lombardo's-Regency Room (500)

D3 Four-Year Olds in the Public Schools

Lombardo's-Venetian Room (400)
What public schools need to do to get ready for 4-year olds. Consideration of class size, teacher certification, program characteristics, parent involvement, staff development, and evaluation. A report of the New York experiences as well as some current developments in other states.
Bertha D. Campbell, *Supervisor, Bureau of Child Development and Parent Education, Albany, NY*

D4 Helping Children Improve Their Social Skills (See C4)

Lombardo's-Jessica's (200)

D5 Performing Arts Activities for Early Learners

Lantana-Mediterranean Room (250)
A workshop including creative drama, songs, stories and games for 3- to 5-year olds. Warm-ups, coffee can theater, role playing, sound-effects stories and other uses of the performing arts as a way of helping young children learn.
Michele Valeri, Janice McKelvey, *Wolf Trap Institute for Early Learning through the Arts, Vienna, VA*

D6 Practical Applications of Piaget's Theory in the Early Childhood Curriculum (See B6)

Lantana-Hob Nob Pub (150)

D7 Luncheon - 2nd seating (advanced reservation required) **1:15 - 2:15 P.M.**

Note: Participants attending a C Block session will be seated at 1:30.
Lantana-Normandy Room (400)

D8 A Report of a Pilot All Day Kindergarten Program

Holiday Inn-Randolph Room (125)
A description of a model program designed to provide children with a more balanced and more complete kindergarten experience than was possible in a half-day program. An overview of the process that launched the program, a review of the first year of implementation, and a report of the formal evaluation which has been conducted.
David B. Ackerman, Jane Martel, *Winchester, MA*
Barbara Goodson, *ABT Associates, Cambridge, MA*

D9 Communicating with Parents (See C9)

Holiday Inn-Milton Room (125)

D10 What to Do with Superhero Play (See C10)

Lombardo's-Wing Room (65)

CONVERSATION WITH "THE EXPERTS"

D11 ***Gwen G. Morgan*** - NAEYC Accreditation Project
Lantana-Old Office (15)

D12 ***Judith Souweine*** - Thinking Skills and the Special Needs Child
Holiday Inn-Boston Room (15)

D14 ***Grace Baron*** - Computers and the Young Child
Holiday Inn - Weymouth Room (15)

E TIME BLOCK 2:45 - 4:00 P.M.

E1 Focused Chats (New Feature)

Lombardo's-Embassy Room
An opportunity to participate in a small group discussion related to one of the following topics. The focus for the discussion will be determined by the participants and the group leader.

- Helping Parents Manage Children's Behavior
  Peggy Ciampa, *Bedford, MA*
- Utilizing Classroom Space Effectively - Ways to Set Up or Rearrange Your Classroom
  Kathy Lawless, *Burlington, MA*
- Sharing Ideas for Teacher-Made Games for 3-5's
  Janet Bloom, *Norton, MA*
- Dealing with Issues of Behavior Management
  Beverly Mobilia, *Auburndale, MA*

- Planning Before and After School Programs for Kindergarten Children
  Irene Denty, *Lexington, MA*
- Developing Useful Strategies for Teacher Educators
  Judith Tye, *Haverhill, MA*
- Helping Children Cope with Sensitive Issues - Death/Divorce/Illness
  Ellen Kelley, *Cambridge, MA*
- Facing Administrative Issues in Day Care, Head Start and Nursery Schools
  Beth Miller, *Somerville, MA*
- Extending the Network for Teachers in High School Child Development Programs
  Charles S. Clayman, *Lesley College*

E2 Models for Extending the Kindergarten Experience

Lombardo's-Regency Room (500)
Presentation of the advantages and potential concerns in each of the following models: the transition class, the extended day, and the full day kindergarten.
Anthony D. Flecca, *Watertown, MA*
Linnea Gershenberg, *Andover, MA*

E3 Teaching Children Through the Arts

Lombardo's-Venetian Room (400)
A demonstration of a program dedicated to providing an excellent education for inner city children through the use of the arts as an integral part of the curriculum. Creative approaches for using the arts in teaching science and math.
Joe Cook and Children from Paige Academy, *Roxbury, MA*

E4 Discovering Children's Talents

Lombardo's-Jessica's (200)
Identification of the gifted child: a psychologist's point of view and a teacher's point of view. Ways to meet the needs of the gifted child in the regular classroom.
Patty Home, Anabel Jensen, *Nueva Learning Center, Hillsborough, CA*

E5 Screening and Assessment for Young Children with Special Needs

Lantana-Mediterranean Room (250)
Approaches for teachers and specialists to use in identifying young children who may need special intervention. Presentation of a model of the screening process. A look at specific screening instruments. Parental involvement, criteria for selecting assessment instruments, cultural appropriateness, and consideration of the process for determining

placement in the least restrictive setting. Highlights of the State's planning efforts for a comprehensive service delivery system for children birth through 5 years who are handicapped or at risk, and implications for how your school can become involved.
Rosalie Norman *and Staff of the Early Childhood Project, Quincy, MA*

E6 State Initiatives in Early Childhood Education

Lantana-Hob Nob Pub (150)
Representatives from the State Departments of Education in three New England states will discuss steps being taken by state governments to encourage local initiative in developing expanded programs for young children.
Carolyn Lester, *Hartford, CT*
Carole Thomson, *Quincy, MA*
Jenifer VanDeusen-Henkel, *Augusta, ME*

E7 Developmental Placement: An Emerging Trend in Early Childhood Education

Lantana-Normandy Room (400)
Meeting the needs of children who are chronologically but not developmentally ready for first grade. A discussion of various models which school systems are using to respond to the needs of these children. The value of the transition class. The relationship of school entrance age, retention policies, school curriculum and later school achievement to the concept of developmental readiness. Special consideration of issues involved with bright but developmentally young children.
C. James Grant, *Peterborough, NH*

E8 Living in a Nuclear Age: Understanding and Helping Children Through the Curriculum

Holiday Inn-Randolph Room (125)
Ways young children express what they know about peace, war and nuclear weapons through play and art. Approaches to use in helping children expand their understanding and cope with the realities of the world in which they live.
Nancy Carlsson-Paige, *Lesley College*

E10 Helping the Working Parent Feel a Part of the Day Care Environment

Lombardo's-Wing Room (65)
Ways for involving working parents in their children's early educational experiences. A discussion from a multicultural perspective of specific examples and strategies for fostering self-esteem in parents and children. Participants will have an opportunity to have input into the discussion and to share ideas.
Patty Hnatiuk, *Cambridge, MA*

CONVERSATION WITH "THE EXPERTS"

E11 ***Karen Miller*** - Day Care, Staff Development, Programming, and Ideas for Use with Toddlers and Two's
Lantana-Old Office (15)

E12 ***Sheila Terens*** - The Full Day Kindergarten
Holiday Inn-Boston Room (15)

R & R Session *4:30 - 5:30 P.M.*

Holiday Inn-Randolph Room (125)
PROFESSIONAL BOOKS, CHILDREN'S BOOKS AND CHILDREN'S RECORDS available for browsing, listening, and stimulation of informal conversation. A way to relax at the end of the day.
Joanne Szamreta, *Lesley College: Facilitator*

Conference Evaluation

Conference evaluation forms are available at the information desk in each of the three Conference buildings and at each of the sessions. Please take the time to complete one of these forms. Also, feel free to approach Conference Steering Committee members, identified by red committee ribbons, to share your reactions. The success of the Conference depends on your input and feedback.

The New England Kindergarten Conference Coordinator: Mary Mindess, Lesley College
Assistant Coordinator: Moyra Traupe, Lesley College

POST-CONFERENCE SESSION

Saturday, November 23, 1985
at
Lesley College
Cambridge, Massachusetts

General Information: The Post-Conference is offered as an opportunity for participants to explore in greater depth some of the topics which are a part of the total Conference program. Section meetings at the Post-Conference are 2 hours in length, and the number of people in a group is limited.

Register for *two* section meetings, one for the morning and one for the afternoon. Be sure to indicate alternate choices. (See p. 31 for registration form.)

The $30.00 Post-Conference registration fee includes morning and afternoon coffee and luncheon which will be served in White Hall Cafeteria. (Menu: Assorted Quiches, Salad Bar, Dessert, Coffee, Tea or Soda)

Hotel Information: If you plan to stay at the Quality Inn in Cambridge on Friday, November 22, please fill out the Hotel Reservation Form on page 35 and return it directly to: Quality Inn, 1651 Massachusetts Avenue, Cambridge, MA 02138. Tel: (617) 491-1000.

PROGRAM

A.M.		
8:30 - 9:00	Coffee and Registration	Herterick Lobby
9:00 - 9:45	Keynote Address	Welch Auditorium
9:45 - 10:00	Break	
10:00 - 12:00	Section Meetings	
P.M.		
12:00 - 1:00	Luncheon	White Hall Cafeteria
1:00 - 3:00	Section Meetings	
3:00 - 3:30	Sharing Time and Informal Conversation	Alumni Hall

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Keynote Address ***9:00-9:45 A.M.***

Welch Auditorium

Toward Comprehensive Early Childhood Programs in Public Schools

A confidence building session designed to help educators explain the characteristics of quality early childhood programs to parents and administrators. Specific guidelines as well as discussion of recent legislation, state aid programs, and issues related to curriculum development. Consideration of various models used in public schools to provide care and education of 4's and 5's.
Bertha D. Campbell, *Supervisor, Bureau of Child Development, and Parent Education, Albany, NY*

A.M. SECTION MEETINGS 10:00-12:00 NOON

1. Curriculum in the Full Day Kindergarten

Room: 2C4
An interest center approach to the development and integration of the social studies with readiness activities, language arts, science, art and other curriculum areas. An opportunity to view slides of a full day kindergarten program in action and to peruse sample units of study. Participants will have an opportunity to raise issues about which they have concerns.
Sheila Terens, *Lawrence, NY*

2. Integrating Movement Into The Curriculum

Room: 2B1 (Multipurpose Room)
Explore the themes of time, space and sound. Find your own developmental movement patterns. Become more sensitive to the non-verbal communication of the children with whom you work. Discover new ways for enriching your curriculum.
Norma G. Canner, *Lesley College*

3. Storytelling and Storybuilding

Room: 2C5
Creative dramatics, storytelling and improvisational techniques that can assist you, the teacher, with whatever lessons you are teaching.
Michele Valeri, *Wolf Trap Head Start, Vienna, VA*

4. Astronomical Adventures with Astra's Magic Math

Room: 2C3
An exciting, multisensory program that teaches basic skills through sequentially developed self-contained units. Includes language, manipulation and writing activities. A nationally validated developer/demonstration project in the National Diffusion Network.
Gretchen Ross, *San Mateo, CA*

5. The Art-Science Partnership

Room: OA3 (Science Lab)
Participants will explore a variety of experiences which bring together scientific concepts and expressive art. Included will be principles of curriculum development.
Rosemary Agoglia, *Amherst, MA*

6. WaS upn A Tim: Five-Year Old Authors

Room: 2M3
A look at reading and writing as inseparable pathways to literacy. A review of one child's developmental progress in writing in kindergarten and in first grade. A consideration of the teaching strategies which support the 5-year old's emerging competence as an author.
Virginia Chalmers, *Cambridge, MA*

7. Monitoring Literacy Learning at the Kindergarten Level

Room: 2M4
Some new insights about children's "foundations of literacy" through an exploration of the work of Marie Clay and her "Concept About Print" test, and Don Holdaway's Emergent Reading Stage and the idea of a "Literacy Set".
Mary Snow, *Lesley College*

8. The Use of the Computer in Early Childhood Education

Room: Computer Lab - Classroom 1
An overview of computer software appropriate for use with young children. Ways to integrate the software with existing curriculum. Emphasis on moving from the concrete to more abstract experiences using the computer.
Karen Gremley, *Lesley College*

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P.M. SECTION MEETINGS 1:00 - 3:00 P.M.

1. Shared Reading Techniques: Music and Literacy

Room: 2B1 (Multipurpose Room)
A workshop involving shared reading techniques as developed by Don Holdaway and used as part of the Cambridge-Lesley Literacy Project. The integration of music with the whole language approach to teaching reading and writing. Songs, predictable literature, cloze strategy and text innovation will be demonstrated using big books, charts and the overhead projector.
Janet Palladino, Wendy Silverberg, *Cambridge Public Schools, Cambridge, MA*

2. Evaluating Children's Social/Emotional Behavior in the Classroom

Room: 2C3
Teachers are frequently in the position of evaluating children's social behavior. All teacher evaluations, whether put on paper or made orally, are based on a measurement process. The objectives of this workshop are 1) to show what is meant by measurement and to show that every rating implies measurement; 2) to discuss properties of different types of measurement, in particular teacher ratings and 3) to demonstrate how teachers can construct their own rating scales to examine different dimensions of children's social behavior.
David Barrett, *Children's Hospital, Boston, MA*

3. Frills and Other Basics: Teaching in the 'Key of Life'

Room: 2C5
A full participation session of success-oriented, joy-filled, language based, practical, accessible ways of celebrating learning. Come ready to talk, sing, laugh, read, move, improvise, explore and share as you discover or rediscover the delightful interrelationship of ideas. Put your "whole self in!"
Mimi Brodsky Chenfeld, *Columbus, Ohio*

4. "Read That Story Again!" — Integrating Authentic Children's Literature into the Preschool and Kindergarten Curriculum

Room: 2C4
A workshop presenting and engaging participants in all the genres of children's literature. An exploration of criteria for selecting children's literature and several techniques for introducing and sharing varied traditional and multicultural literature with young children.
Don Holdaway *and members of the Literacy Team, Cambridge, MA*

5. A Curriculum for "Gifted" Fives

Room: 2M3
Can you trust a group of 5-year olds to choose what they want to learn? Come and discover a teaching approach which encourages problem solving, inquiry and creative explorations by the individual child while building a socially aware total group.
Patty Home, *Nueva Learning Center, Hillsborough, CA*

6. An Intercultural Approach to Literacy Learning

Room: 2M4
A research up-date on bilingualism and the young child. An emphasis on current issues and alternative classroom strategies that contribute to literacy learning and academic growth. The use of cultural differrences as a bridge to building successful school experiences.
Maria Serpa, *Lesley College*

7. Using the Microcomputer in the Development of Individual Educational Plans

Room: Computer Lab — Classroom 1
The use of a computer data base to improve the quality of IEP's for young children with special needs. An opportunity to become familiar with a curriculum library of goals and objectives related to early learning, speech and language development, and occupational therapy. Hands-on experience entering data and developing student files.
Cynthia Dunlap, *Nashua, N.H.*

8. The First byte of the Apple: Computer Graphics for Preschool Children

Room: Computer Lab — Classroom 2
A hands-on workshop demonstrating procedures for instructing preschool children in computer graphics including Wheaton College's Key-Sketch Program (a pre-logo experience) and Delta Drawing. Techniques for arranging the classroom environment to incorporate the computer and an opportunity to view and talk about segments of a program in action.
Grace Baron, Janet Bloom, Blanche Desjean, *E.W. Amen Nursery School, Wheaton College, Norton, MA*

PERFORMANCE FOR CHILDREN

At the close of the Conference in Welch Auditorium, Michele Valeri, artist from the Wolf Trap Head Start, Vienna, Virginia, will present a special performance for children, titled *Exploring the World of Dinosaurs*. Through music and creative drama children will find out about the food chain, the environment and other information about nature.
Admission cost: adults - $3.00, children - $2.00
Tickets should be purchased in advance.

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Lana Argir
Wayland, MA

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Valerie Gramolini
Maynard, MA

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Sunshine and Buttercups Early Childhood Center
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Head Start
Fall River, MA

Cynthia H. Welch
Newport, RI

Ellen White
Rehoboth, MA

Nancy Winter
Greenfield Community College
Greenfield, MA

1985 STEERING COMMITTEE

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Dexter Park Children's Center
Brookline, MA

Berit Berntsen
Oxford St. Day Care
Cambridge, MA

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Steppingstone Preschool
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Greater Manchester Family YMCA
Manchester, NH

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Mass. State Dept. of Education
Quincy, MA

Marianne Zeller
Woburn Council of Social Concern
Woburn, MA

RESOURCE EXCHANGE INFORMATION

The Kindergarten Conference Office in conjunction with the Massachusetts State Department of Education is establishing an Early Childhood Resource Exchange. Have you implemented in your early childhood programs any creative or innovative ideas which you would be willing to share with other educators? The plan is to set up a resource file which would facilitate educators sharing with each other. If you would like to be included in this project, please complete the form below and return it to: NEKC, Lesley College, 29 Everett St., Cambridge, MA 02238.

1. Are there people in your system who would be willing to share creative or innovative ideas regarding: (please check ✓)

    ____ school entrance age
    ____ scheduling
    ____ reporting to parents, parent education, outreach
    ____ screening
    ____ literacy and young children
    ____ curriculum development
    ____ community involvement
    ____ ways of encouraging communication between pre-kindergarten, kindergarten and first grade programs
    ____ other (specify)

2. Check the areas in which you or other members of your school system could share expertise.

    ____ Full Day Kindergarten
    ____ Transition Program
    ____ Public School Program for 4 year-olds
    ____ Extended Day/Day Care Programs
    ____ Services for the Young Gifted Child
    ____ Services for the Young Special Needs Child
    ____ Services for the Bilingual Child

3. Are there other areas in which you would like us to try to identify resources? (specify)

over

4. **Would you like information or assistance in any of the above areas? (specify)**

For more information about the Early Childhood Resource Exchange contact:

Carole Thomson
Div. of Curriculum & Instruction
Mass. State Dept. of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7536

Mary Mindess
Coordinator, NEKC
Lesley College
29 Everett Street
Cambridge, MA 02238
(617) 868-9600

Name

Position

Institution

Street Address

City **State** **Zip**

Telephone ____________________
(day) **(evening)**

Please return completed form to ***NEKC*** *at above address.*

CONFERENCE REGISTRATION

Randolph, Friday, November 22, 1985

Print or type (Complete ONE form for EACH registrant. Photocopy if extra forms are needed.)

Name

Position

Institution

Street Address

City **State** **Zip**

Home Address

City **State** **Zip**

I prefer to receive future mailings at ☐ home ☐ work

My area(s) of special interest are: (Please check)

☐ **Day Care** ☐ **Kindergarten** ☐ **Administration** ☐ **Special Needs**
☐ **K-1 Programs** ☐ **Gifted** ☐ **Bilingual** ☐ **Other** ______________
____

Telephone ____
(day) **(evening)**

General Registration: $35.00 ☐ **Discount Registration:** $30.00 ☐
Student Registration: $15.00 ☐ *Registrations postmarked by Oct. 25*
If student, specify college and ID# ______________________
Luncheon Reservation: $10.00 **Choice of Entree:**
1st seating ☐ 2nd seating ☐ Chicken ☐ Fish ☐

TOTAL AMOUNT ENCLOSED $____________

Authorized P.O. # ____________ School System/Agency ____________

Complete and mail with registration payment(s) to: The New England Kindergarten Conference, Lesley College, 29 Everett St., Cambridge, MA 02238. Make checks payable to Lesley College/NEKC. **Enclose a stamped, self-addressed envelope so that your registration materials can be mailed to you.**

***Separate checks for the registration and the luncheon reservation will facilitate refunds if no tickets are available for the luncheon at the time your registration is received.**

For NEKC use only

Amount paid ______________________

Date ______________________

By______________________

POST-CONFERENCE REGISTRATION

Saturday, November 23, 1985
Lesley College, Cambridge, MA

Print or type (Complete ONE form for EACH registrant. Photocopy if extra forms are needed.)

Name

Position

Institution

Street Address

City **State** **Zip**

Home Address

City **State** **Zip**

I prefer to receive future mailings at ☐ home ☐ work

My area(s) of special interest are: (Please check)

☐ **Day Care**
☐ **K-1 Programs**
☐ **Kindergarten**
☐ **Gifted**
☐ **Administration**
☐ **Bilingual**
☐ **Special Needs**
☐ **Other** ______

Telephone ______________________________
(day) **(evening)**

Select *two* section meetings, one for the morning and one for the afternoon. Indicate alternate choices.

	1st choice	**2nd choice**
Morning	______________	______________
Afternoon	______________	______________

Post-Conference registration fee including lunch: $30.00

Check enclosed for $______________________________

Note: Please make checks payable to Lesley College/NEKC

Authorized P.O. # ______________ School system/Agency ______________

Complete and mail with registration payment to: The New England Kindergarten Conference, Lesley College, 29 Everett St., Cambridge, MA 02238. **Please enclose a stamped, self-addressed envelope so that registration materials may be mailed to you.** Use a separate form for each registrant. Duplicate this form if necessary.

For NEKC use only

Amount paid ______________________

Date ______________________________

By_________________________________

MAIL THIS HOTEL RESERVATION FORM DIRECTLY TO

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New England Kindergarten Conference, November 22, 1985

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Arrival Date ______________ Departure Date ______________

No. rms. req. ______________ No. persons per rm. ______________

Type of Reservation Requested (check one)

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Credit card no. ______________ Expir. date ______________

Conference Room Rates: single – $53.90 inc. tax
double – $57.07 inc. tax
triple – $60.25 inc. tax

Please note: Reservations should be received by Nov. 8, 1985. Reservations received after that date will be accepted on a space available basis only.
All 6:00 P.M. reservations will be canceled if not claimed by 6:00 P.M.

MAIL THIS HOTEL RESERVATION FORM DIRECTLY TO

QUALITY INN — CAMBRIDGE
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Tel: (617) 491-1000
New England Kindergarten Conference —
POST-CONFERENCE, Nov. 23, 1985

Name(s) ______________________________

Company School ______________________________

Address ______________________________

City State Zip ______________________________

Telephone ______________________________

Arrival Date ______________ Departure Date ______________

No. rms. req. ______________ No. persons per rm. ______________

Conference Room Rates: **single — $63.42 inc. tax**
double — $75.05 inc. tax
triple — $82.45 inc. tax

Please note: To guarantee reservation, full payment must accompany form. Reservations should be received by Nov. 8, 1985. Reservations received after that date will be accepted on a space available basis only.
All 6:00 P.M. reservations will be canceled if not claimed by 6:00 P.M.

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SOURCE: Young Viewers. Media Center for Children
3 West 29 St. NY, NY 10001.
Spring, 1983, p. 20

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3. Childhood Resources
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4. Community Playthings
Route 213
Rifton, NY 12471 (914)658-3141

5. Constructive Playthings
1227 East 119th Street
Grandview, Missouri 64030

6. Creative Playthings
Division of CBS, Inc.
Princeton, NJ 08540

7. Developmental Learning Materials
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Niles, IL 60648

8. New England School Supply
Division of Chaselle, Inc.
P.O. Box 1581
Springfield, MA 01101 (413)786-9800

9. Kaplan School Supply Corporation
600 Jonestown Road
Winston-Salem, NC 27103 1-800-334-2014

10. Scholastic Early Childhood Center
904 Sylvan Ave
Englewood Cliffs, NJ 07632

A note or postcard to most of these companies should get you a catalog.

0371Q

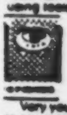
EASY WOODSTUFF FOR KIDS

by David Thompson

The youngest three-year olds will enjoy a nature walk spent collecting sticks, twigs, nuts, and berries which will be used in making wall hangings and picture frames. Older pre-schoolers work with tree branches, scrap lumber, and plywood, making serving trays, bird feeders and houses, trivets and wood jewelry.

Each project in **Easy Woodstuff for Kids** contains a complete list of materials and tools, followed by step-by-step instructions, with clear illustrations of what the project will look like every step of the way. The book can be used by a teacher or parent with no previous experience using tools.

Paperback $8.95



CUP COOKING

Individual Child Portion Picture Recipes

by Barbara Johnson and Betty Plemons

Very young children can cook. In **Cup Cooking** children from three to seven learn to cook single portion recipes they can eat themselves.

Small treats are baked in a paper cup using an electric skillet for an oven ... and it really works! Children simply follow the picture-directions, and then eat the good things they made for themselves. With this low price, programs can purchase them in quantity for use in nutrition education with families.

Here's what teachers have said about **Cup Cooking**:

- "There is a nice variety of foods with emphasis on wholesome simple food products."
- "I think your book is great!"

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Early Educator's Press

One, Two Buckle My Shoe

by Sam Ed Brown

Children may begin developing mathematical concepts as early as eight months of age. By two or three, they already possess a growing math vocabulary. The child asks for "more" milk, a "piece" of pie, or talks about "one" of the blocks. Simple classifications of toys into different groups are the groundwork for more complicated sets and subsets in the future.

Young children need math experiences geared to their developmental level that do not demand abilities they have not yet acquired. Children need to be able to see, feel, handle and manipulate quantities in a gamelike atmosphere.

Also by Sam Ed Brown: Bubbles, Rainbows and Worms: Science Experiments for Pre-School Children.
Paperback $6.95

Paperback $8.95

THE CIRCLE TIME BOOK

The CIRCLE TIME Book

by
Liz and Dick Wilmes

The Circle Time Book captures the spirit of the seasons and holidays. It is filled with more than 400 circletime activites for the preschool classrooms.

39 seasons and holidays are included. Each is introduced with an opening group activity for all children.

Following each activity, *The Circle Time Book* includes a wide variety of language and active games, songs, fingerplays, creative movement exercises and lists of related books.

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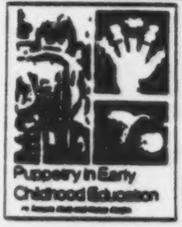

Puppetry in Early Childhood Education

NEW

by Tamara Hunt and Nancy Renfro

Hundreds of cleverly illustrated, easy-to-follow instructions describe puppets that children as well as adults can make and manipulate. Innovative ways are described to set up a "Puppet Corner" and to use "Puppet Aprons" for storytelling. Specific activities include puppetry in language arts, music and songs, holidays, curriculum, daily routines with Sesame Street characters.

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- "Puppetalking" stimulates conversations for social and emotional growth.
- "Puppeteaching" leads to new knowledge and skills

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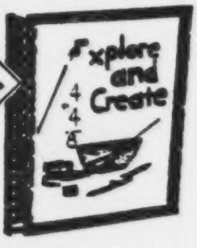


Explore and Create

Activities for Young Children
Art • Games • Cooking
Science • Math

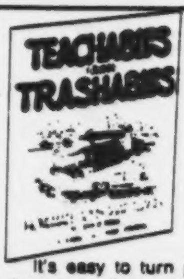
by Liz Cromwell and Dixie Hibner

A giant activity book for preschool parents and teachers. More than 250 clearly described activities, with learning objectives. Included are:

- 64 math, nature and science activities
- 61 indoor and outdoor fun games
- 79 art activities (painting, sculpture, paper and junk art)
- 60 easy recipes for cooking fun.

"The keynote of this 278 page book is purposeful simplicity."—INTERACTION

Spiral/paper, $14.95 Partner Press



Teachables From Trashables

Homemade Toys that Teach

It's easy to turn junk materials around the house into fun and educational toys. The fully illustrated instructions for each toy include:

- Age group
- How to use it
- What it does
- What you need to make it
- How to make it.

"With the price of educational toys rising out of sight, there's never been a better time for teachers to buy this paperback."—LEARNING WITH YOUNG CHILDREN IN THE PARISH

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Bubbles, Rainbows and Worms: Science Experiments for Pre-School Children

by Sam Ed Brown

Pre-school children, with their eager curiosity, are almost natural scientists. Young children like to touch, handle and experience things directly.

BUBBLES, RAINBOWS AND WORMS includes experiments with air, animals, the environment, plants, the senses, and water. Each experiment is complete with a learning objective, a list of materials, clear instructions, vocabulary words for language development, and an explanation for the teacher of the scientific principles behind the experiment.

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Finger Frolics

FINGER FROLICS

Fingerplays for Young Children

by Liz Cromwell and Dixie Hibner

This best-selling, spiral-bound book is stuffed with nearly 300 fingerplays for preschool teachers and parents. Fingerplays develop language skills, motor coordination, and reading readiness.

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Capture Them with Magic!

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It's Dramatic Play
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by Mary Ann Hall and Pat Hale

Capture Them with Magic! provides guidelines and lesson plans that give busy teachers, day care leaders and parents the extra help they need to use the arts that make learning come alive. Here are simple, practical ideas for using inexpensive materials to enhance all areas of teaching, from science to books to the expression of feelings.

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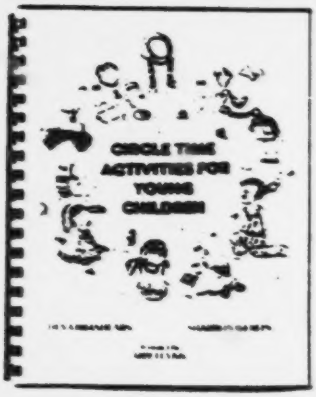
CIRCLE TIME ACTIVITIES FOR YOUNG CHILDREN



by
Deya Brashears
& Sharron Werlin

Circle Time is that special time when you gather around with several children to share songs, fingerplays, stories, games, rhythms and whatever that particular day brings. Besides offering a fun experience, Circle Time provides for a listening time, a time for auditory memory, a time to get to know each other, a time to sit quietly, a time for sensory experiences, and on and on. We, as preschool teachers, have wished that we could turn to ONE book of ideas for Circle Time. We two preschool teachers have dreamed of such a complete, organized, and sequential book and our dream has become a reality in, ***CIRCLE TIME ACTIVITIES FOR YOUNG CHILDREN.*** The 475 activities in this book have been tried, tested and proven as "attention-getters," "mind-expanders," and "eye-openers" for the young child.

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Open the Door, Let's Explore:
Neighboring Field Trips for Young Children

by
Rhoda Redleaf

Here are some easy field trips that will provide exciting learning adventures. Included in the eighteen outings are an "After-the-Rain-Walk," a "Truck Walk," and visits to banks, gas stations and lumber yards.

For each field trip there are: learning goals for children, a list of vocabulary words, introductory before-the-walk activities, lots of activity ideas to use on the walk, after the walk follow-up activities, new songs and fingerplays related to the walk, and a listing of related children's books. Two to three weeks' curriculum can be based on each of the outings. Paperback. **$8.95**

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CHILDREN AND YOUTH

This Subject Bibliography is organized into categories that encompass some of the major topics concerning today's children from infancy through adolescence. Separate Subject Bibliographies are also available that deal with such topics as Day Care, Child Abuse and Neglect, Juvenile Delinquency, Elementary and Secondary Education, and Vocational and Career Education.

ALCOHOL AND DRUGS

Adolescent Peer Pressure: Theory, Correlates, and Program Implications for Drug Abuse Prevention. *Focuses on constructive ways human service organizations and professionals in the drug abuse prevention field can channel peer pressure and communicate to young people that drug use and abuse are harmful and inappropriate. Intended to provide a better understanding of the pressures and tasks associated with adolescents.* 1981: 120 p.; ill. 1984-repr.
HE 20.8202:Ad 7 S/N 017-024-01110-0 $ 4.00

Catching On: A Drug Information Booklet. *This comic book was developed as a source of drug information for young people. This publication may be purchased at a special price of* $40.00 *per* 50 *copies when mailed to one address.* 1981: 24 p.; ill.
HE 20.8202:C 28/evaluation
S/N 017-024-01054-5 2.75

Channel One: A Government/Private Sector Partnership for Drug Abuse Prevention. *Describes Channel One, a drug abuse prevention program developed by youth that helps to make the total environment a factor in learning and growth for youth.* 1981: 52 p.
HE 20.8202:C 36 S/N 017-024-01112-6 4.75

Communities: What You Can Do About Drug and Alcohol Abuse. 1983: 15 p. HE 20.8202:C 73/5 S/N 017-024-01190-8 1.00

Door: A Model Youth Center. *The Door is a comprehensive and innovative multiservice center for disadvantaged and troubled youths of New York City to help them constructively meet the challenges of being young and growing up in an urban environment. Multiple services include prevention, treatment, training, and rehabilitation.* 1981: 56 p.; ill.
HE 20.8217:Y 8 S/N 017-024-01084-7 $ 4.75

Drug Abuse and the American Adolescent. 1981: 140 p.; ill.
HE 20.8216:38 S/N 017-024-01107-0 4.50

For Kids Only: What You Should Know About Marijuana. *This publication may be purchased at a special price of* $43.00 *per* 100 *copies when mailed to one address.* 1982: 12 p.; revised ed.
HE 20.8202:M 33/3/981 S/N 017-024-01142-8 2.00

For Parents Only: What You Need to Know About Marijuana. *Contains the latest scientifically accepted information about marijuana and is intended to supply parents with many facts about this drug.* 1984: 31 p.; ill. revised ed.
HE 20.8202:M 33/984 S/N 017-024-01203-3 1.50

Got A Minute? *Issued as a comic book, this publication gives pointers to young people on things to do as alternatives to drug abuse. This publication may be purchased at a special price of* $6.50 *per* 10 *copies when mailed to one address.* 1979: 6 p.; ill.
HE 20.8202:M 66 S/N 017-024-00886-9 2.00

Guidebook for Planning Alcohol Prevention Programs With Black Youth. *Describes the steps in starting programs to prevent alcohol abuse among black youth: mobilizing interested groups; getting multiple agency support; finding out what youth and alcohol issues concern the specific community; writing a grant proposal; getting funding support; holding a prevention workshop; and involving youth as partners in the programs.* 1981: 136 p.; ill.
HE 20.8308:B 56 S/N 017-024-01123-1 7.00

Highlights From Drugs and American High School Students, 1975-1983. *Reports on current drug use and trends since 1975, grade of first use, trends in use at earlier grade levels, intensity of drug use, and attitudes, beliefs, and perceptions of the social environment of seniors in the classes of 1975 through 1984. Classes of drugs distinguished are marijuana inhalants, hallucinogens, cocaine, heroin, natural and synthetic opiates, stimulants, sedatives, tranquilizers, alcohol, and cigarettes.* 1984: 141 p.; ill.
S/N 017-024-01208-4 4.00

Is Beer a Four Letter Word? *This publication may be purchased at a special price of* $145.00 *per* 100 *copies when mailed to one address.*
1978: 58 p.; ill. HE 20.8302:B 39/980 S/N 017-024-00800-1 $ 5.50

It Starts With People: Experiences in Drug Abuse Prevention. *Intended for parents, teachers, and others who want to help young people grow up without drugs.* 1978: 78 p.; ill.
HE 20.8202:P 39 S/N 017-024-00747-1 5.00

Manual for Working With Parents of Adolescent Drug Users. 1982: 29 p.
S/N 017-024-01169-0 3.25

Marijuana and Youth: Clinical Observations on Motivation and Learning.
1982: 127 p.; ill. HE 20.8202:M 33/4 S/N 017-024-01136-3 4.75

On the Sidelines: An Adult Leader Guide for Youth Alcohol Programs. *The purpose of this publication is to help adults stimulate and support lively alcohol abuse prevention projects carried out by youth, for youth, on issues that interest and affect them. It contains ideas, suggestions, and alcohol education concepts from many youth leaders across the country.*
1981: 36 p.; ill. HE 20.8308:Si 1/corr. S/N 017-024-01114-2 3.00

Parents, Peers, and Pot. *This publication is about families and drug abuse and specifically concerns the use of marijuana by children ages 9 to 14. This publication may be purchased at a special price of* $155.00 *per* 100 *copies when mailed to one address.* 1979: 98 p.
HE 20.8202:P 21/2 S/N 017-024-00941-5 5.00

Parents, Peers, and Pot 2: Parents in Action. *Traces the progress of the parent movement for drug-free-youth and describes a variety of approaches to the drug problem. Describes developments that have taken place since 1979. Programs described are from various parts of the country and are located in small towns as well as cities.* 1983:
171 p. HE 20.8202:P 21/5 S/N 017-024-01174-6 4.50

Parents: What You Can Do About Drug Abuse. 1983: 8 p.; ill. Sold in packages of 100 copies only.
HE 20.8202:P 21/4 S/N 017-024-01164-9 14.00

Peer Pressure: It's O.K. to Say "No". 1983: Folder. Sold in packages of 100 copies only. HE 20.8202:P 34/2 S/N 017-024-01165-7 8.00

Preventing Adolescent Drug Abuse: Intervention Strategies. 1983:
269 p. HE 20.8216:47 S/N 017-024-01180-1 5.50

Preventing Alcohol Problems Through a Student Assistance Program, A Manual for Implementation Based on the Westchester County, New York Model. *Designed to offer ways of presenting severe physiological, psychological, and social problems resulting from alcohol and drug use by adolescents.* 1984: 98 p.; ill.
HE 20.8308:St 9 S/N 017-024-01221-1 4.50

Prevention Plus: Involving Schools, Parents, and the Community in Alcohol and Drug Education. *Provides information needed to reduce the problems of alcohol and drug abuse among teenagers through classroom education and teacher training, parents and community education, early intervention, and school policies.* 1983: 341 p.; ill.
S/N 017-024-01217-3 $ 9.00

Secretary's Conference for Youth on Drinking and Driving, Washington, D.C., March 26-28, 1983. 1983: 162 p.
HE 20.8302:Se 2 S/N 017-024-01173-8 5.50

Soozie and Katy: We're Teaming Up for Your Good Health. *Study guide which promotes home and classroom discussions of medicine use and misuse of drugs. Intended for very young children.* 1984: 30 p.; ill.
S/N 027-004-00036-9 1.25

Soozie Says Only Sick People Need Drugs. *This publication includes a study guide to be used by parents and teachers.* 1978: 20 p.; ill.
J 24.2:So 6 S/N 027-004-00024-5 3.00

Special Population Issues. *Contains articles on research issues, biological consequences, prevention, diagnosis and treatment, and environmental influences relating to alcoholism in special segments of the population, such as women, adolescents, elderly, native Americans, Hispanic Americans, Black Americans, and Asian Americans.* 1982: 460 p. HE 20.8302:Al 1/18/no.4
S/N 017-024-01137-1 8.00

Teens in Action: Creating a Drug-Free Future for America's Youth. *This publication may be purchased at a special price of* $90.00 *per* 100 *copies when mailed to one address.* 1985: 53 p.; ill.
HE 20.8202:T 22/2 S/N 017-024-01225-4 2.00

Thinking About Drinking. 1972: 31 p.; ill. 1979-repr.
HE 20.2402:D 83 S/N 017-024-00187-2 3.50

What Life Will We Make for Our Children? *Defines primary prevention in drug abuse among native American populations as a "process of recognition and respect for native cultural values and belief systems as they relate to human growth and development, in preparing an individual to deal with an exposure to drug and alcohol use". A community involvement approach to drug abuse prevention is presented.*
1980: 23 p.; ill. HE 20.8202:L 62 S/N 017-024-01047-2 3.25

Young Men and Drugs in Manhattan: A Causal Analysis. 1981: 208 p.
HE 20.8216:39 S/N 017-024-01097-9 5.50

EARLY DEVELOPMENT

Caring About Kids:

Dyslexia. 1978: 9 p.; ill.
HE 20.8130:D 99 S/N 017-024-00780-3 2.25

Caring About Kids - con.

Helping the Hyperactive Child. *This publication may be purchased at a special price of* $36.00 *per* 100 *copies when mailed to one address.*
1978: 9 p.; ill. HE 20.8130:H 99 S/N 017-024-00779-0 $ 2.50

Importance of Play. *This publication may be purchased at a special price of* $39.00 *per* 100 *copies when mailed to one address.* 1981: 16 p.; ill. HE 20.8130:P 69 S/N 017-024-01020-1 2.00

Learning While Growing: Cognitive Development. *This publication may be purchased at a special price of* $50.00 *per* 100 *copies when mailed to one address.* 1980: 14 p.; ill.
HE 20.8130:L 47 S/N 017-024-01019-7 2.75

Pre-Term Babies. 1980: 14 p.; ill.
HE 20.8130:B 11/2 S/N 017-024-01014-6 2.00

Stimulating Baby Senses. *This publication may be purchased at a special price of* $33.00 *per* 100 *copies when mailed to one address.*
1978: 10 p.; ill. HE 20.8130:B 11 S/N 017-024-00752-8 2.75

Talking to Children About Death. *This publication may be purchased at a special price of* $60.00 *per* 100 *copies when mailed to one address.* 1979: 16 p.; ill.
HE 20.8130:D 34 S/N 017-024-00949-1 2.75

When Parents Divorce. *This publication may be purchased at a special price of* $24.00 *per* 100 *copies when mailed to one address.*
1981: 22 p.; ill. HE 20.8130:D 64 S/N 017-024-01102-9 3.25

Child Development Associate Program: A Guide to Training. 1981: 215 p.; ill. HE 23.1108:C 43/3/training
S/N 017-090-00070-4 8.00

Child Development Day Care Series. *Each year large numbers of children receive care outside their family for a substantial portion of the day. The following publications are a series that has been developed to promote a better understanding of the many facets of day care.*

Serving Infants. 1971: 86 p.; ill. 1978-repr.
HE 21.11:2 S/N 017-091-00164-2 5.00

Serving Preschool Children. 1974: 164 p.; ill.
HE 21.11:3 S/N 017-091-00196-1 6.50

Serving School Age Children. 1972: 72 p.; ill. 1978-repr.
HE 21.11:4 S/N 017-091-00165-1 5.00

Staff Training. 1971: 38 p.; ill. 1978-repr.
HE 21.11:5 S/N 017-091-00163-4 4.50

Child Development in the Home. 1974: 20 p.; ill. 1980-repr.
HE 23.1002:C 43/2 S/N 017-091-00193-6 $ 3.00

Child's World as Seen in His Stories and Drawings. *A fascinating exploration of children's early expressions of thoughts and fantasies as displayed in their stories and drawings. The self-expression and developmental growth of children from age 6 to 10 are interpreted through their creative works. This book discusses the meanings of the drawings and stories in terms of children's perceptions, interests, and abilities.* 1974: 124 p.; ill.
HE 20.8102:C 43/4 S/N 017-024-00380-8 6.00

Children's Play and Social Speech. 1976: 24 p.
HE 20.8102:C 43/7 S/N 017-024-00593-2 3.75

Course of Life: Psychoanalytic Contributions Toward Understanding Personality Development, Volume 1, Infancy and Early Childhood. *Volume 2 is out of print.* 1980: 678 p.
HE 20.8102:L 62/v.1 S/N 017-024-01026-0 13.00

Education of Adolescents, The Final Report and Recommendations of the National Panel on High School and Adolescent Education. 1976: 142 p.
HE 19.102:Ad 7 S/N 017-080-01580-3 6.50

Effect of the Head Start Program on Children's Cognitive Development: Preliminary Report. 1983: 143 p.
HE 23.1102:R 32/2 S/N 017-092-00094-4 5.00

Freedom of Reach for Young Children: Nonsexist Early Childhood Education. 1977: 58 p. HE 19.108:N 73 S/N 017-080-01778-4 4.75

Getting Involved Series. *Designed for parents and teachers, the following booklets provide ideas for helping children acquire basic educational skills at home and in school.*

Basic Educational Skills Project: An Annotated Bibliography in the Areas of Curriculum, Parent Involvement, Teacher Attitudes and Behaviors, and Continuity. *Most of the entries focus on younger children (preschool age and grades K-1) rather than the full span of elementary school.* 1981: 150 p.; ill.
HE 23.1112:Ed 8 S/N 017-092-00083-9 6.50

Your Child and Language. 1982: 20 p.; ill.
HE 23.1112:L 26 S/N 017-092-00089-8 2.25

Your Child and Math. 1981: 20 p.; ill.
HE 23.1112:M 42 S/N 017-092-00081-2 3.00

Your Child and Play. 1982: 20 p.; ill.
HE 23.1112:P 69 S/N 017-092-00084-7 2.25

Getting Involved Series - con.

Your Child and Problem Solving. 1981: 20 p.; ill.		S/N 017-092-00085-5	$ 2.25
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Your Child and Writing. 1982: 16 p.; ill.	HE 23.1112:W 93	S/N 017-092-00080-4	2.00
Your Child's Attitudes Toward Learning. 1982: 20 p.; ill.	HE 23.1112:L 47	S/N 017-092-00087-1	2.25
Head Start: A Child Development Program. 1983: 13 p.; ill.		S/N 017-092-00095-2	1.00
How to Help Your Children Achieve in School. 1983: 28 p.; ill.	ED 1.302:C 43/3	S/N 065-000-00176-4	3.75
More Than a Teacher. 1970: 20 p.; ill.	HE 21.210:2	S/N 017-091-00179-1	3.00
Preparing for Change. 1970: 24 p.; ill. 1976-repr.	HE 21.210:3	S/N 017-091-00181-2	3.25
Review of Head Start Research Since 1970. 1983: 99 p.	HE 23.1102:R 32	S/N 017-092-00092-8	4.50
Review of Head Start Research Since 1970 and an Annotated Bibliography of the Head Start Research Since 1965. 1983: 682 p.	HE 23.1111:R 32	S/N 017-092-00093-6	20.00
Social Development in Young Children, A Report for Teachers. *This publication includes current research covering the social development of young children. Some factors of social development considered include how children change and learn, aggression, moral judgment and peer interaction.* 1976: 54 p.	HE 19.202:D 49	S/N 017-080-01508-1	4.75

Stuttering, Hope Through Research. *This publication may be purchased at a special price of* $22.00 *per* 100 *copies when mailed to one address.*
1981: 17 p.; ill. HE 20.2:St 9 S/N 017-049-00120-4 $ 2.50

When Your Child First Goes Off to School. 1973: 6 p.; ill.
HE 20.2402:C 43/10 S/N 017-024-00499-5 1.75

Your Child From 1 to 6. *This booklet provides parents with invaluable guidance in protecting a child's well-being and guiding his mental, emotional, and social development during the critical preschool years. Developed by a group of eminent physicians, this publication attempts not so much to deal with every possible occurrence in the first six years of life as to provide a core of knowledge and a framework with which parents can make intelligent decisions as new situations arise.*
1978: 92 p.; ill. HE 23.1202:C 43 S/N 017-091-00219-3 5.00

Your Child From 6 to 12. *More often than not, children in the grammar school age group are both a blessing and a bewilderment to their parents. This pamphlet helps take the guesswork out of caring for and raising children as their needs and desires become increasingly complex. Among the areas discussed are the role of parents as family leaders, what play means in the life of a child, children and money, keeping your child healthy, guiding the child's social involvements, helping the child make the most of school, and much more.* 1966: 98 p.; ill. 1980-repr.
HE 21.110:324 S/N 017-091-00070-1 5.00

ENVIRONMENTAL AWARENESS

Energy Activities With Energy Ant. *This publication may be purchased at a special price of* $50.00 *per* 100 *copies when mailed to one address.*
1979: 28 p.; ill. revised ed.
E 1.2:An 8 S/N 061-000-00307-0 3.50

Fun With the Environment. *Fun-as-you learn book for kids who care about the environment.* 1977: 16 p.; ill.
EP 1.2:F 96/977 S/N 055-000-00161-8 2.75

Hurricane Warning, A Booklet for Boys and Girls. *This publication may be purchased at a special price of* $29.00 *per* 100 *copies when mailed to one address.* 1977: 16 p.; ill.
C 55.102:H 94/7 S/N 003-018-00075-0 1.75

Owlie Skywarn's Lightning Book: A Booklet for Boys and Girls. *This booklet, illustrated with cartoon drawings, discusses lightning and safety during thunderstorms in simple terms.* 1978: 16 p.; ill.
C 55.102:L 62/4 S/N 003-018-00086-5 1.75

Tornado Warning: A Booklet for Boys and Girls. *This publication may be purchased at a special price of* $29.00 *per* 100 *copies when mailed to to one address.* 1976: 16 p.; ill.
C 55.102:T 63/5 S/N 003-018-00066-1 $ 1.75

World Fit for Chipmunks and Other Living Things. *This coloring book for preschool children, features Charles the chipmunk, Pumpernickel the squirrel, and other animals of the forests.* 1977: 31 p.; ill.
EP 1.2:C 44 S/N 055-000-00159-6 1.75

Your World, Your Environment. *This publication, intended for children, explains pollution of the environment in simple terms.* 1979: 12 p.; ill. EP 1.2:W 89/6 S/N 055-000-00175-8 2.50

FAMILY LIFE

Adolescent in Your Home. *This pamphlet examines the kinds of problems young people and their parents usually face and tries to stimulate understanding between the members of two very different generations.*
1976: 27 p.; ill. HE 1.452:Ad 7 S/N 017-091-00202-9 3.50

Aid to Families With Dependent Children, 1979, Recipient Characteristics Study:

Part 1, Demographic Statistics. 1982: 69 p.; ill.
HE 3.65:979/pt.1 S/N 017-070-00380-0 5.00

Part 2, Financial Circumstances of AFDC Families. 1982: 60 p.; ill.
HE 3.65:979/pt.2 S/N 017-070-00383-4 4.75

Beyond Intake: The First Ninety Days. *This report represents the second report of the series presenting findings from the 1978 National Study of Services to Children and Their Families. An examination is made of the households of children who come to the public social service agencies, the problems they bring to the agencies, and the services delivered by the public agencies in the first ninety days after intake.* 1981: 184 p.
HE 23.1202:In 8 S/N 017-090-00058-5 7.00

Child Abuse: What We Know About Prevention Strategies, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 2d Session, March 12, 1984. 1984: 236 p.
Y 4.C 43/2:C 43/10 S/N 052-070-05952-4 6.00

Child Support and Alimony: 1981 (Advance Report). *Issued with perforations.* 1984:
C 3.186:P-23/124 S/N 003-001-91539-1 2.75

Children of Working Mothers. 1983: 19 p.	L 2.3:2158	S/N 029-001-02751-6	$ 3.00
Children, Youth, and Families: Beginning the Assessment, Hearing Before the Select Committee on Children, Youth, and Families, House, 96th Congress, 1st Session, April 28, 1983. 1983: 207 p.	Y 4.C 43/2:C 43/2	S/N 052-070-05869-2	5.00
Children, Youth, and Families, 1983, A Year-End Report on the Activities of the Select Committee on Children, Youth, and Families, With Minority Views and Additional Views. 1984: 200 p.; ill.	Y 4.C 43/2:C 43/5	S/N 052-070-05933-8	5.50
Children, Youth, and Families in the . . ., Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 1st Session:			
Midwest, September 26, 1983. 1984: 172 p.; ill.	Y 4.C 43/2:C 43/4	S/N 052-070-05925-7	4.25
Mountain West, December 6, 1983. 1984: 294 p.; ill.	Y 4.C 43/2:C 43/8	S/N 052-070-05947-8	6.50
Northeast, July 25, 1983. 1984: 168 p.	Y 4.C 43/2:C 43/3	S/N 052-070-05919-2	7.00
Southeast, October 14, 1983. 1984: 181 p.	Y 4.C 43/2:C 43/6	S/N 052-070-05939-7	4.50
Southwest, December 7, 1983. 1984: 267 p.; ill.	Y 4.C 43/2:C 43/9	S/N 052-070-05948-6	6.50
Families and Child Care: Improving the Options, A Report. 1984: 180 p.	Y 4.C 43/2:F 21/3	S/N 052-070-05959-1	4.25
Families in Crisis: The Private Sector Response, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 1st Session, July 12, 1983. 1983: 144 p.	Y 4.C 43/2:F 21	S/N 052-070-05886-2	4.00
Families Today: A Research Sampler on Families and Children: Strengthening the Family. *This publication includes articles that were reprinted from* *Families Today*, *Volumes 1 and 2, on improving communication in marriage, marriages that endure, parents as leaders, the role of control and discipline, improving parent skills, training foster parents, developing a sense of competence in children, social learning techniques for parents of difficult children, games that help solve life's problems, and fortifying family ties.* 1979: 228 p.	HE 20.8131/2 a:St 83	S/N 017-024-00958-0	7.50

Families Today: A Research Sampler on Families and Children, Volume 1. *Contains articles pertaining to the family as an enduring unit, marriage and divorce, parents and children, and families and the outside world.*
1979: 484 p.; ill. HE 20.8131/2:1/v.1 S/N 017-024-00955-5 $ 9.50

Family Life Education: A Problem-Solving Curriculum for Adolescents (Ages 15-19). 1980: 215 p.; ill. Issued in looseleaf form with index dividers. HE 20.5102:F 21/10 S/N 017-026-00089-5 10.00

Footsteps: A Television Series on Parenting, Home Viewer Guide. *Focusing on some of the problems and concerns that all parents of young children face, this publication presents the latest findings about how young children grow and learn. It also describes many different approaches to bringing up children. This publication may be purchased at a special price of* $90.00 *per* 100 *copies when mailed to one address.*
1980: 65 p.; ill. ED 1.8:F 73/984 S/N 065-000-00025-3 2.50

New Unemployed: Long-Term Consequences for Their Families, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 2d Session, March 5, 1984. *Provides an overview of the impacts of unemployment on families and their children, with an aim to develop policies to cope with such catastrophies for the future.*
1984: 143 p. Y 4.C 43/2:Un 2 S/N 052-070-05964-8 4.00

Paternal Absence and Fathers' Roles, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 1st Session, November 10, 1983. 1984: 176 p.; ill.
Y 4.C 43/2:P 27 S/N 052-070-05944-3 4.25

Residential Treatment Centers for Emotionally Disturbed Children in the United States, 1977-1978 and 1979-1980. 1983: 23 p.; ill.
HE 20.8116:162 S/N 017-024-01172-0 2.75

Services for Children of Alcoholics: Symposium, September 24-26, 1979, Silver Spring, Maryland. 1981: 215 p.; ill.
HE 20.8315:4 S/N 017-024-01058-8 6.00

Single Parent Families. 1981: 41 p.; ill. revised ed.
HE 23.1002:Si 6 S/N 017-091-00229-1 4.50

So Your're Going to Be a New Father? 1973: 31 p.; ill.
HE 21.102:F 26 S/N 017-091-00190-1 3.75

Special Adoptions: An Annotated Bibliography on Transracial, Transcultural, and Nonconventional Adoption and Minority Children, For Mental Health, Health, and Human Services Professionals. 1981: 150 p.
HE 20.8113:Ad 7 S/N 017-024-01094-4 5.50

Status of Children, Youth, and Families, 1979. *Presents chapters on demographic and economic trends, life cycle development, and status of research.* 1980: 251 p.; ill.
HE 23.1009:979 S/N 017-090-00055-1 8.00

Teenagers in Crisis: Issues and Programs, Hearing Before the Select Committee on Children, Youth, and Families, 98th Congress, 1st Session, October 27, 1983. *Includes testimony from parents, suicide preventive center personnel, and two researchers concerning teenage suicide.* 1984: 121 p.
S/N 052-070-05938-9 $ 3.75

Violence and Abuse in American Families, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 2d Session, June 14, 1984. *Discusses child abuse, incest, runaways and domestic violence.* 1985: 149 p.
Y 4.C 43/2:V 81 S/N 052-070-05987-7 4.25

Working Families: Issues for the 80's, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 2nd Session, April 13, 1984. 1984: 101 p.
Y 4.C 43/2:F 21/4 S/N 052-070-05971-1 3.75

Yours, Mine and Ours: Tips for Stepparents. *This publication may be purchased at a special price of* $32.00 *per* 100 *copies when mailed to one address.* 1978: 27 p.; ill.
HE 20.8102:Y 8/2 S/N 017-024-00833-8 3.50

GENERAL

Alternative Education Options. *Discusses programs intended to change the behavior of students by altering their attitudes or the school environment itself.* 1979: 57 p.
J 26.2:Ed 8 S/N 027-000-01050-4 4.25

Beautiful Junk. *The suggestions presented in this booklet will not only give a boost to any school budget, but will also stimulate creativity in the first school experiences. It contains a wealth of ideas for making something from waste material. Includes a list of sources for obtaining the material, 42 finished items, with illustrations, and a list of fun materials to save. This booklet will benefit anyone working with children.* 1975: 12 p.; ill.
HE 23.1102:B 38 S/N 017-092-00004-9 2.50

Characteristics of American Children and Youth: 1980. *Presents a statistical portrait of the demographic, social, and economic characteristics of American children and youth.* 1982: 70 p.; ill.
C 3.186:P-23/114 S/N 003-001-91527-8 4.50

Children Today. (Bimonthly.) *Reports on Federal, State, and local services for children, child development, health and welfare laws, and other news pertinent to child welfare in the United States.* Subscription price: Domestic - $16.00 a year; Foreign - $20.00 a year. Single copy price: Domestic - $2.50 a copy; Foreign - $3.15 a copy. Index Issue: Domestic - $1.00 a copy; Foreign - $1.25 a copy. [CT] (File Code 2S) HE 23.1209:(v.nos. & nos.)
S/N 717-006-00000-3

Children's Fears of War, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 1st Session, Held in Washington, D.C., September 20, 1983. 1984: 134 p.
Y 4.C 43/2:W 19 S/N 052-070-05913-3 $ 4.00

Constitutional Rights of Children. *This publication provides a review of a series of Supreme Court decisions defining protections that are afforded to children by the Constitution. The covered topics include: the juvenile delinquency process, the speech and press rights of children, due process, rights of students facing discipline, the future of children's constitutional rights, and more.* 1978: 33 p.
Y 4.J 89/2:C 43/7 S/N 052-070-04797-6 4.25

Demographic and Social Trends: Implications for Federal Support of Dependent Care Services for Children and the Elderly, With Additional Views. 1984: 91 p. Y 4.C 43/2:D 39 S/N 052-070-05895-1 2.50

National Children's Week, Public Law 98-433. Joint Resolution to Designate the Week Beginning October 7, 1984, as "National Children's Week". Approved September 28, 1984. 1984: 1 p.
GS 4.110:98/433 S/N 022-003-96188-7 1.00

National Report: State Conferences on Children and Youth, 1982.
1983: 281 p. HE 23.2:St 2 S/N 017-090-00073-9 7.00

Pocket Guide to Babysitting. *A pocket-size guide that summarizes just about everything a teenager needs to know about babysitting.* 1982: 68 p.; ill. revised ed.
HE 23.1008:B 11 S/N 017-091-00236-3 4.50

Spanish edition of the above. 1975: 68 p.; ill.
HE 1.458:B 11/Spanish S/N 017-091-00212-6 4.50

Relative Educational Attainments of Minority Language Children, 1976: A Comparison to Black and White English Language Children. 1980: 94 p. ED 1.115:At 8 S/N 065-000-00066-1 5.50

Research on the Effects of Television Advertising on Children: A Review of the Literature and Recommendations for Future Research. 1977: 229 p.; ill. NS 1.2:T 23/4 S/N 038-000-00336-4 7.50

Super Sitter. *Provides guidelines for babysitters, particularly in the areas of children's environments, toy selection, playing with toys safely, and the need to keep children's products in good condition. This publication may be purchased at a special price of* $15.00 *per 25 copies when mailed to one address.* 1983: 15 p.; ill. revised ed. Y 3.C 76/3:2 Si 8/983 S/N 052-011-00241-1 1.25

Toys: Fun in the Making. *Contains some ideas for making children's toys and games.* 1979: 30 p.; ill.
HE 23.1002:T 66 S/N 017-090-00052-6 3.75

Treasure Hunt. *The purpose of this publication is to enlighten children to the active daily lives of the elderly and to the special ways in which some older people try to deal with the prejudice which surrounds the world in which they live.* 1980: 31 p.; ill.
HE 20.3852:T 71 S/N 017-062-00120-1 $ 4.75

Your Guide to Job Corps. *Discusses the Job Corps eligibility; pay and benefits; training and education; rules, regulations, and responsibilities; and Job Corps Center life.* 1980: 15 p.; ill.
L 37.8:J 57 S/N 029-000-00398-0 3.50

HANDICAPPED AND LEARNING-DISABLED

Assessment of Psychopathology and Behavior Problems in Children: A Review of Scales Suitable for Epidemiological and Clinical Research (1967-1979). 1980: 96 p.
HE 20.8110/2:AN/1 S/N 017-024-01022-7 4.50

Caring for Youth: Essays on Alternative Services. *Contains a series of essays by Dr. James Gordon recording the pioneering work he has done in providing community mental health services to youth on both the east and west coasts.* 1978: 142 p.
HE 20.8102:Y 8 S/N 017-024-00759-5 5.50

Central Processing Dysfunctions in Children: A Review of Research, Phase Three of a Three Phase Project. 1969: 148 p.; ill.
HE 20.3510:9 S/N 017-049-00002-0 6.50

Children at Risk. *Discusses the Vermont Child Development Project (VCDP) and its studies to detect and treat behavior disorders in preschool children.* 1978: 21 p.; ill.
HE 20.8102:C 43/15 S/N 017-024-00763-3 3.25

Education for All Handicapped Children Act of 1975, Public Law 94-142. An Act to Amend the Education of the Handicapped Act to Provide Educational Assistance to all Handicapped Children, and for Other Purposes. Approved November 29, 1975. 1975: 24 p.
GS 4.110:94/142 S/N 022-003-91079-4 1.75

Education of the Handicapped Act Amendments of 1983, Public Law 98-199. 1985: GS 4.110:98/199 S/N 022-003-95954-8 2.75

Handicapped Children and Mainstreaming: A Mental Health Prospective Review of ADM Programs and Practices. 1985: 133 p.
HE 20.8102:H 19 S/N 017-024-01229-7 4.75

Handicapped Children's Early Education Program, 1982-1983, Overview and Directory. 1983: 177 p.
ED 1.32/4:982-83 S/N 065-000-00190-0 6.00

Labeling the Children. *Many children in the United States are "labeled" retarded on the basis of scores they receive on various psychological tests. This booklet questions the accuracy of many of those tests, suggesting that a child's sociocultural environment plays a significant role in his/her scores and consequent labeling.* 1977: 21 p.
HE 20.8102:C 43/12 S/N 017-024-00645-9 $ 3.25

Learning Disability: Not Just a Problem Children Outgrow. 1980:
20 p.; ill. PrEx 1.10:L 47 S/N 040-000-00411-4 3.00

Mainstreaming Preschoolers. *These books provide guidance in "mainstreaming" handicapped children into classrooms with non-handicapped children. Typically, each manual defines mainstreaming and a specific handicapping condition, describes how this handicap affects learning in preschoolers, reviews the ways in which handicapped children can be mainstreamed, discusses the partnership between parents and teachers, outlines where to find help in your area, and more.*

Children With Emotional Distrubance, A Guide for Teachers, Parents, and Others Who Work With Emotionally Disturbed Preschoolers. 1978:
147 p.; ill. HE 23.1110:Em 6 S/N 017-092-00036-7 6.50

Children With Hearing Impairment, A Guide for Teachers, Parents, and Others Who Work With Hearing Impaired Preschoolers. 1978:
131 p.; ill. HE 23.1110:H 35 S/N 017-092-00032-4 6.50

Children With Health Impairments, A Guide for Teachers, Parents, and Others Who Work With Health Impaired Preschoolers. 1978:
131 p.; ill. HE 23.1110:H 34 S/N 017-092-00031-6 6.50

Children With Learning Disabilities, A Guide for Teachers, Parents, and Others Who Work With Learning Disabled Preschoolers. 1978:
133 p.; ill. HE 23.1110:L 47 S/N 017-092-00035-9 6.50

Children With Mental Retardation, A Guide for Teachers, Parents, and Others Who Work With Mentally Retarded Preschoolers. 1978:
139 p.; ill. HE 23.1110:M 42 S/N 017-092-00029-4 6.50

Children With Orthopedic Handicaps, A Guide for Teachers, Parents, and Others Who Work With Orthopedically Handicapped Preschoolers.
1978: 139 p.; ill. HE 23.1110:Or 8 S/N 017-092-00034-1 6.50

Children With Speech and Language Impairments, A Guide for Teachers, Parents, and Others Who Work With Speech and Language Impaired Preschoolers. 1978: 167 p.; ill.
HE 23.1110:Sp 3 S/N 017-092-00033-2 6.50

Children With Visual Handicaps, A Guide for Teachers, Parents, and Others Who Work With Visually Handicapped Preschoolers. 1978:
127 p.; ill. HE 23.1110:V 82 S/N 017-092-00030-8 6.00

Mentally Retarded Child at Home, A Manual for Parents. 1959: 99 p.; ill.
HE 21.110:374 S/N 017-091-00075-1 $ 4.75

Neurological Basis of Language Disorders in Children: Methods and Directions for Research. 1979: 196 p.; ill.
HE 20.3510:22 S/N 017-049-00105-1 7.00

No Easy Answers: The Learning-Disabled Child. *This book helps parents and teachers understand why a certain child has difficulty in learning, why he behaves as he does, and how the parents and teachers can help the child overcome his difficulties.* 1978: 131 p.; ill.
HE 20.8102:L 47/2 S/N 017-024-00687-4 6.50

Parent Helper, Handicapped Children Birth to Five. 1982: 2 bks. (38 p.); ill. ED 1.8:P 21/communication,socialization
S/N 065-000-00160-8 4.75

Cognition to the above. *Designed to give parents of handicapped children the information needed to help their children make "sense" of experiences.* 1983: 17 p.; ill.
ED 1.8:P 21/cog. S/N 065-000-00181-1 3.00

Promoting Mental Health in the Classroom, A Handbook for Teachers. 1973: 87 p.; ill. HE 20.8108:C 56 S/N 017-024-00286-1 5.50

Reader's Guide for Parents of Children With Mental, Physical, or Emotional Disabilities. 1976: 144 p.; ill.
HE 20.5108:R 22 S/N 017-026-00058-5 6.50

HEALTH AND NUTRITION

Adolescence and Stress: Report of an NIMH Conference. *A detailed synopsis of the informal presentations and discussions at a conference sponsored by the National Institute of Mental Health held September 15-17, 1980.* 1981: 150 p.; ill.
HE 20.8131:Ad 7 S/N 017-024-01113-4 5.00

Adolescent Health Care: A Guide for BCHS-Supported Programs and Projects. *Presents approaches to care, methodology for providing services, and administrative guidance; outlines preferred procedures for adolescents; and focuses on the connection between normal growth and development and responsive treatment.* 1980: 105 p.; ill.
HE 20.5108:Ad 7/979 S/N 017-026-00083-6 5.00

Assessment of Adaptive Functioning in Children: A Review of Existing Measures Suitable for Epidemiological and Clinical Services Research. 1984: 81 p. HE 20.8110/2:AN/3 S/N 017-024-01211-4 3.00

Better Health for Our Children: A National Strategy, The Report of the Select Panel for the Promotion of Child Health to the United States Congress and the Secretary of Health and Human Services. *Missing volumes are out of print.*

Volume 2, Analysis and Recommendations for Selected Federal Programs. 1981: 148 p. HE 20.2:H 34/15/v.2 S/N 017-002-00141-1 $ 5.50

Volume 3, A Statistical Profile. 1981: 343 p.
HE 20.2:H 34/15/v.3 S/N 017-002-00142-9 8.50

Child Health Assessment, Part 2, The First Year of Life. *Part 1 is out of print.* 1979: 222 p.; ill.
HE 20.6602:C 43/pt.2 S/N 017-041-00131-9 7.50

Children and Youth in Action: Physical Activities and Sports. *Gives parents suggestions for helping their children develop by the careful selection of physical activities and sports throughout the growing years - from birth through the teen years. This publication may be purchased at a special price of* $85.00 *per 50 copies when mailed to one address.* 1980: 58 p.; ill.
HE 23.1002:C 43/3 S/N 017-092-00079-1 4.50

Composition of Foods: Baby Foods; Raw, Processed, Prepared. *Provides data on the nutritive value of baby foods.* 1978: 231 p.; looseleaf.
A 1.76:8-3 S/N 001-000-03900-8 8.00

Depression in Childhood: Diagnosis, Treatment, and Conceptual Models. *Based on papers presented at the September 19-20, 1975 conference on depression in childhood in Washington, D.C., this publication examines areas of promise and concern in the field of child mental health. Specific issues addressed include the treatment of depression in children--particularly using antidepressant drugs, recent research findings on the causes of depression, and recommendations on research and development needs in this field.* 1977: 168 p.; ill.
HE 20.8102:D 44 S/N 017-024-00605-0 6.50

Development of Mental Health in Infancy. 1980: 106 p.
HE 20.8131/2:3 S/N 017-024-00996-2 5.00

Diet and Nutrition: A Resource for Parents of Children With Cancer. *This handbook was developed by the Diet, Nutrition and Cancer Program (DNCP) of the National Cancer Institute. This publication includes detachable, fold-out charts on the following special diets commonly prescribed during cancer treatment: clear liquid, full liquid, soft, low residue, lactose restricted, gluten restricted, and high fiber diets. Also included is a 17 x 21 inch poster describing the proteins, carbohydrates, fats, minerals, and fat-soluble and water-soluble vitamins.* 1979: 57 p.; ill.
HE 20.3152:D 56/3 S/N 017-042-00148-0 4.50

Diet Management of PKU for Infants and Preschool Children. 1977: 30 p.	HE 20.5102:D 56	S/N 017-026-00057-7	$ 4.25
Discovering Vegetables: The Nutrition Education Guidebook for School Food Service Managers and Cooperators, For Use With Children Ages 5 Through 8. 1975: 16 p.; ill.	A 98.9:127	S/N 001-024-00201-1	2.75
Emotions in the Lives of Children. 1978: 17 p.	HE 20.8102:C 43/14	S/N 017-024-00739-1	2.75
Lead Paint Poisoning in Children, A Problem in Your Community? 1974: 12 p.; ill. revised ed.	HE 20.7302:L 46	S/N 017-023-00115-9	2.75
Learning Together: A Guide for Families With Genetic Disorders. *Describes how parents of children with genetic disorders can find it helpful to meet with other parents who have children with similar problems. It contains information on parent groups and tips for organizing a group and suggested activities. Also included is a listing of national organizations and Federal Government programs.* 1980: 30 p.	HE 20.5108:L 47	S/N 017-026-00088-7	3.50
Manual for Child Health Workers in Major Disasters. 1981: 112 p.	HE 20.8108:C 43	S/N 017-024-01115-1	4.50
Nutrition Education Resource Guide. 1982: 148 p.	A 106.110/3:24	S/N 001-000-04307-2	6.00
Nutritional Screening of Children: A Manual for Screening and Followup. 1981: 15 p.; ill.	HE 20.5108:N 95/2	S/N 017-026-00102-6	2.50
Parents Guide to Childhood Immunization: Measles, Polio, Rubella (German Measles), Mumps, Diphtheria, Pertussis (Whooping Cough), Tetanus. 1978: 24 p.; ill. Sold in packages of 50 copies only.	HE 20.7008:Im 6	S/N 017-001-00401-4	23.00 per 50
Recommendations for Feeding Normal Infants. 1979: 8 p.	HE 20.5102:F 32	S/N 017-026-00079-8	2.00
Tale of Shots and Drops for Parents of Young Children. *Describes immunization (also called vaccination or innoculation) procedures which should be taken as a protection measure against the "Big Seven" childhood diseases. These are: diphtheria, whooping cough (pertussis), lockjaw (tetanus), polio (poliomyelitis), red or hard measles (rubeola), mumps, and German measles (rubella).* 1979: 22 p.; ill.	HE 23.1002:Sh 8	S/N 017-092-00058-8	3.25

Television and Behavior, Ten Years of Scientific Progress and Implications for the Eighties, Volume 1, Summary Report. *Emphasizes the public health issues related to television viewing. Includes sections on functioning; violence and aggression; socialization; the family and interpersonal relationships; educational television; television in America; and implications for the eighties. Updates the 1972 report of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, "Television and Growing Up."* 1982: 102 p.
HE 20.8102:T 23/2/v.1 S/N 017-024-01129-1 $ 5.00

What Shall I Feed My Baby? A Month-by-Month Guide. *Reviews the diet and nutrition of newborn infants through 12 months of age.* 1981: 50 p.; ill. A 98.8:B 11 S/N 001-000-04235-1 4.25

What's to Eat?, and Other Questions Kids Ask About Food: Yearbook of Agriculture, 1979. 1979: 142 p.; ill.
A 1.10:979 S/N 001-000-04041-3 8.50

Working With the Pregnant Teenager: A Guide for Nutrition Educators. *This guide, written for nutrition educators, explains why the pregnant teenager is at a high nutritional risk, and identifies nutritional counseling strategies.* 1981: 36 p.; ill.
A 1.68:1303 S/N 001-000-04402-8 2.00

LITERATURE

Children's Books, . . . A List of Books for Preschool Through Junior High School Age:

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Children's Literature, A Guide to Reference Sources. 1966: 341 p.; ill. Clothbound.
LC 2.8:C 43 S/N 030-001-00014-1 12.00

Second Supplement to the above. 1977: 423 p.; ill. Clothbound.
LC 2.8:C 43/supp.2 S/N 030-001-00075-3 13.00

Openhearted Audience: Ten Authors Talk About Writing for Children. 1980: 206 p.; ill. Clothbound.
LC 1.2:Op 2 S/N 030-001-00089-3 13.00

PRENATAL AND NEONATAL CARE

Alcohol and Your Unborn Baby. *This publication may be purchased at a special price of* $75.00 *per* 100 *copies when mailed to one address.*
1978: 14 p.; ill. HE 20.8302:Al 1/10 S/N 017-024-00721-8 $ 2.75

Curricula for High-Risk and Handicapped Infants. 1984: 84 p.
ED 1.2:In 3 S/N 065-000-00208-6 3.00

Facts About Sudden Infant Death Syndrome. 1978: 11 p.
HE 20.5102:In 3/10 S/N 017-026-00067-4 2.25

Food for the Teenager During and After Pregnancy. *This publication may be purchased at a special price of* $90.00 *per* 100 *copies when mailed to one address.* 1982: 31 p.; ill. revised ed.
HE 20.5102:T 22/2 S/N 017-026-00103-4 4.50

Infant Care. *Whether you are an experienced mother or expecting your first baby, you will find this publication an invaluable aid during your child's first year of life. This publication may be purchased at a special price of* $150.00 *per* 100 *copies when mailed to one address.* 1980: 67 p.; ill. revised ed.
HE 23.1002:In 3/981 S/N 017-091-00228-2 4.75

Spanish edition of the above. 1981: 67 p.; ill. revised ed.
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S/N 017-091-00238-0 4.50

Mental Health Issues in Grief Counseling: Summary of Proceedings, National Conference on Mental Health Issues Related to Sudden Infant Death Syndrome, Baltimore, Maryland, February 23-25, 1977.
1979: 133 p. HE 20.5102:In 3/12 S/N 017-026-00087-9 6.00

Prenatal Care. *Provides a wide range of information on pregnancy, prenatal care, fetal development, lifestyle, nutrition, problems, birth, and care of babies. Intended especially for the mother-to-be.*
1983: 108 p.; ill. revised ed.
HE 20.9102:P 91 S/N 017-091-00237-1 4.25

Prevention Strategies for Healthy Babies and Healthy Children, Hearing Before the Select Committee on Children, Youth, and Families, House, 98th Congress, 1st Session, June 30, 1983. 1983: 345 p.
Y 4.C 43/2:H 34 S/N 052-070-05883-8 8.00

Sudden Infant Death Syndrome. 1977: 34 p.; ill.
HE 20.5102:In 3/3/977 S/N 017-046-00032-2 4.25

SAFETY

Bicycle Built for You: Care, Cautions, and Creative Activities. 1977: 4 p.; ill.; Folder with 6 spirit-duplicating masters.
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Focus on Childhood Lead Poisoning Prevention, Abstracts and Bibliography, May 1984. 1984: 72 p.
HE 20.7509:L 46 S/N 017-023-00166-3 $ 3.00

How to Protect Children. *Includes information on topics such as strangers, molestation, child abuse, and general safety. This publication may be purchased at a special price of* $35.00 *per* 100 *copies when mailed to one address.* 1984: 20 p.; ill.
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It's No Accident: A Consumer Product Safety Education Curriculum Resource Guide for Teachers of Grades 3 Through 6. *Provides teachers with product safety activities designed to teach students safety habits and practices that can reduce product related accidents and injuries. Topics covered include home fire safety, playground safety, bicycle, roller skate and skateboard safety, position prevention, toy safety, holiday safety and electrical safety.* 1984: 119 p.; ill.
S/N 052-011-00242-9 4.50

Little Leon, The Lizard. *Contains a story about toy safety with pictures to color.* 1977: 24 p.; ill.
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Perils of Pip, Preventing Poisoning: Introducing Pip, The Magic Safety Elephant. *This publication may be purchased at a special price of* $11.00 *per* 10 *copies when mailed to one address.* 1978: 16 p.; ill.
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Protect Your Child. *Lists tips for parents regarding household dangers, nursery equipment, toys and toychests and toy labeling. Sold in packages of 10 copies only.* 1984: Folder, ill.
Y 3.C 76/3:2 C 43/6 S/N 052-011-00244-5 1.25

Toys and Sports Equipment Safety Guide. *Describes safety problems for children that can arise when using toys and a variety of wheeled and sports equipment and suggests how to avoid the hazards.*
1980: 20 p.; ill. Y 3.C 76/3:8 T 66/2 S/N 052-011-00229-1 2.25

Water Safety. *A water safety booklet for children which includes word games, puzzles, and a picture to color.* 1982: 8 p.; ill.
D 103.2:W 29/14 S/N 008-022-00162-0 2.25

Young Children and Accidents in the Home. 1979: 28 p.; ill.
1974-repr. HE 1.452:Ac 2 S/N 017-091-00191-0 4.25

SEXUALITY

Adolescent Pregnancy and Childbearing: Findings From Research.
1980: 359 p.; ill. HE 20.3002:Ad 7/2 S/N 017-046-00054-3 8.50

Adolescent Sexuality in a Changing American Society: Social and Psychological Perspectives. 1978: 384 p.; ill.
HE 20.3002:Ad 7 S/N 017-046-00050-1 $ 7.50

Hassles of Becoming a Teenage Parent. *This pamphlet explains the importance of family planning to teenagers, especially birth control. It describes methods of contraception, the possible problems involved in pregnancy during the teenage years, and the dangers of venereal disease.* 1975: 9 p.; ill.
HE 20.5102:T 22 S/N 017-031-00008-2 2.50

Many Teens are Saying "No". *This brochure discusses making decisions about sex. This publication may be purchased at a special price of* $19.00 *per* 100 *copies when mailed to one address.* 1981: 9 p.; ill.
HE 20.5102:N 66/2 S/N 017-026-00098-4 2.25

Project Teen Concern: An Implementation Manual for an Educational Program to Prevent Premature Parenthood and Venereal Disease. 1980: 152 p. HE 20.5108:T 22/980 S/N 017-026-00086-1 6.50

Teaching Parents to be the Primary Sexuality Educators of Their Children:

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HE 20.7008:P 21/2/v.1 S/N 017-023-00150-7 3.75

Volume 2, Guide to Designing and Implementing Multisession Courses. 1983: 132 p. HE 20.7008:P 21/2/v.2 S/N 017-023-00151-5 4.00

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Volume 4, Curriculum Guide to Courses for Parents and Adolescents Together. 1983: 205 p.
HE 20.7008:P 21/2/v.4 S/N 017-023-00153-1 7.00

Volume 5, National Catalog of Programs, 1981. 1982: 141 p.
HE 20.7008:P 21/2/v.5 S/N 017-023-00154-0 6.00

Executive Summary. 1983: 14 p.
HE 20.7008:P 21/2/exec.sum.
S/N 017-023-00155-8 1.50

Teen Parents and Their Children: Issues and Programs, Hearing Before the Select Committee on Children, Youth, Families, House, 98th Congress, 1st Session, July 20, 1983. *Discusses various issues involved with teenage pregnancy and child rearing. Topics covered include birth control, abortion, pregnancy out of wedlock, and teenage venereal diseases.* 1984: 203 p.
S/N 052-070-05896-0 5.00

Teenage Pregnancy, Everybody's Problem. *Briefly discusses the risks and consequences of teenage pregnancy, outlines the alternatives, and provides advice on facing the problem.* 1977. 11 p.
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Teenagers Who Use Organized Family Planning Services: United States, 1978. 1981: 22 p.; ill.
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Trends in Teenage Childbearing: United States, 1970-1981. 1984: 25 p.; ill.
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Adult Day Care Programs, Hearing Before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House, 96th Congress, 2d Session, April 23, 1980. 1980: 301 p.; ill.
Y 4.Ag 4/2:Ad 9/4 S/N 052-070-05482-4 $ 7.00

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Set of the above, Staff Development Series, Volume 1-8. *Also includes Caring Role in a Child Care Center, parts 1 through 3.* 1982: 8 bks. (1101 p.).
S/N 008-000-00383-1 29.00

Caring for Children Series:

2, More Than a Teacher. 1970: 20 p.; ill.
HE 21.210:2 S/N 017-091-00179-1 3.00

3, Preparing for Change. 1970: 24 p.; ill. 1976-repr.
HE 21.210:3 S/N 017-091-00181-2 3.25

Caring Role in a Child Care Center. *Issued with perforations.*

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Child Care Arrangements of Working Mothers, June 1982. 1983:
54 p.; ill. C 3.186:P-23/129 S/N 003-001-91545-6 4.00

Child Development Associate Program: A Guide to Training. *Presents background information about the Child Development Associate (CDA) program: the concept, the competencies requirements, training, and the credential award system.* 1981: 215 p.; ill.
HE 23.1108:C 43/3/training
S/N 017-090-00070-4 8.00

Child Development Day Care Series:

2, Serving Infants. 1971: 86 p.; ill. 1978-repr.
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3, Serving Preschool Children. 1974: 164 p.; ill.
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4, Serving School Age Children. 1972: 71 p.; ill. 1978-repr.
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Toddlers. 1982: 122 p.; ill.
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Set of the above, Child Environment Series, Volume 1-5. 1982: 5 bks. (610 p.); ill.
S/N 008-000-00384-0 18.00

Directory of Adult Day Care Centers. *Provides a State-by-State list.* 1980: 162 p.; ill. revised ed.
HE 22.202:Ad 9/980 S/N 017-062-00124-3 6.00

Early Childhood Programs and the Prevention and Treatment of Child Abuse and Neglect: For Workers in Head Start, Family Day Care, Preschool and Day Care Programs. 1979: 76 p.
HE 23.1210/4:Ea 7 S/N 017-092-00044-8 5.00

Effects of the Head Start Program on Children's Cognitive Development: Preliminary Report. 1983: 143 p.
HE 23.1102:R 32/2 S/N 017-092-00094-4 5.00

Employers and Child Day Care: Establishing Services Through the Workplace. *Includes sections on planning and cost analysis; funding sources for child care services; tax issues; program components; and implementation of the program plan. An appendix lists child care centers at workplaces by State.* 1982: 91 p.; revised ed.
L 36.112:23/2 S/N 029-002-00068-1 5.50

Federal Funds for Day Care Projects. 1972: 91 p.; revised ed.
L 36.112:14 S/N 029-016-00010-1 5.00

Head Start: A Child Development Program. 1983: 13 p.; ill. revised ed.
S/N 017-092-00095-2 1.00

Ideas for Parents in Pre-Elementary Right-To-Read Programs. *Also sold as part of a set of 5 publications entitled Promising Practices in Pre-Elementary Right-to-Read Programs, ED 1.2:P 94, S/N 065-000-00028-8.*
1980: 55 p.; ill. ED 1.2:P 94/man.2 S/N 065-000-00029-6 5.00

Infant Satellite Nurseries: Family Day Care With a Difference. *Describes an innovative approach to home day care developed in Honolulu to provide low-income families with subsidized care of excellent quality for their infants and toddlers. A network of family day care homes (in private homes) was created as "satellites" of a local day care center.*
1979: 13 p. HE 20.8102:P 21/4/no.4 S/N 017-024-00843-5 2.50

Legal Handbook for Day Care Centers. *Providing information on the legal aspects of operating a day care center, the subjects covered include the legal structure of the organization operating the day care center, forming organizations, legal requirements for establishing the program, basic management considerations, insurance and contracts, legal relationships and responsibility, liability, licensing requirements, zoning, personnel, and other topics.* 1983: 146 p.
HE 23.1108:D 33/4 S/N 017-092-00091-0 $ 4.50

Military Child Care Series, Volume 1-6. *This series is also sold separately as listed below.* 1982: 6 bks. (698 p.)
S/N 008-000-00385-8 19.00

Director's Manual for the Child Guidance Series and Child Environment Series. 1982: 99 p.; ill. Issued with perforations.
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Financial Planning for Military Child Care Centers. 1982. 137 p. Issued with perforations.
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Installation Resources Available to Military Child Care Programs. 1982: 43 p. Issued with perforations.
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National Adult Day Care Center Week, Public Law 98-96. Joint Resolution Designating the Week Beginning September 25, 1983, as "National Adult Day Care Center Week." Approved September 27, 1983. 1983: 1 p.
GS 4.110:98/96 S/N 022-003-95851-7 1.50

Nutrition Education for Preschoolers: A Resource Guide for Use in the Child Care Food Program. *Materials in the guide are organized by intended audience of instruction or by type of material. Sections include: Nutrition Education Program, Aids for Teaching Caregivers, Lesson Plans for Teaching Children, Food and Nutrition Activities for Teaching Children, and Audiovisuals for Teaching Children and Caregivers. Title and subject indexes are also included.* 1983: 47 p.; ill.
A 98.9:241 S/N 001-024-00214-3 4.25

Parent's Guide to Day Care. 1980: 74 p.; ill.
HE 23.1008:D 33 S/N 017-091-00231-2 $ 4.75

Planning Guide for Food Service in Child Care Centers. *Designed to help child care center directors and other personnel in the Child Care Food Program plan their food service. Also gives a sample 10-day menu for children 3-6 years old.* 1981: 34 p.; ill. revised ed.
A 98.9:64/3 S/N 001-024-00212-7 2.75

Promising Practices in Pre-Elementary Right-to-Read Programs. *This kit, four manuals and a guide, describes a series of effective practices, products, and activities to aid preschool education. Sold separately is Ideas for Parents in Pre-Elementary Right-to-Read Programs, which is listed on page 3 of this Subject Bibliography.* 1980:
5 bks. (194 p.); ill. ED 1.2:P 94 S/N 065-000-00028-8 10.00

Quantity Recipes for Child Care Centers. 1983:
A 98.9:86 S/N 001-024-00170-8 8.50

Training Guide for Foodservice Personnel in Programs for Young Children: A Manual for Nutritionists, Dietiticians, and Foodservice Specialists Who Are Developing and Conducting Training Programs. 1980:
195 p.; ill. HE 23.1108:F 73 S/N 017-091-00230-4 7.00

Trends in Child Care Arrangements of Working Mothers. *A 1958, 1965, and 1977 survey.* 1982: 81 p.; ill.
C 3.186:P-23/117 S/N 003-001-91531-6 4.50

Your Child and:

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HE 23.1112:W 93 S/N 017-092-00080-4 2.00

Your Child's Attitude Toward Learning. *Shows how parents can help young children develop a desire to learn.* 1982: 20 p.; ill.
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Early Childhood Education:

Curriculum Organization and Classroom Management

a new filmstrip kit from ASCD

Learning, like growing, is a matter of developmental steps. This new inservice training package—created for ASCD by Barbara Day, Kay Drake, and Ralph Wileman—details a developmental approach to creating an effective learning environment for kindergarten and primary grade children.

Based on current research on how children learn, the filmstrip kit is intended for early childhood specialists, teacher educators, administrators, and teachers. The kit is designed for use as a self-contained staff development program or as a unit in a teacher education class. Included are a 159-page manual and four filmstrips with audiocassettes:

- Filmstrip 1 describes three curriculum organization components and three classroom management components of effective early childhood education.
- Filmstrip 2 follows a child through his daily classroom activities, showing how the six components organize his day.
- Filmstrip 3 shows a hands-on approach to teaching social studies and science concepts to young children.
- Filmstrip 4 reviews the rationale for a developmental approach in early childhood education and introduces methods for assessing a program's effectiveness.

Early Childhood Education: Curriculum Organization and Classroom Management is $135 for ASCD members, $165 for nonmembers, for the entire set of filmstrips, audiocassettes, and manual. So that each teacher can have a copy, the manual (stock number 611-83294) may be purchased separately for $7.50.

To order these and related ASCD media, see the order form on the back.

Order Form

	Quantity	Price
• **Early Childhood Education** filmstrip kit. $135 for ASCD members, $165 for nonmembers.	________	________
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Also of interest . . .		
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• **Language Learning.** Theme issue of *Educational Leadership* with articles by Yetta and Kenneth Goodman, Elliot Eisner, and others. March 1981. 80 pp. 611-81226. $3.00.	________	________
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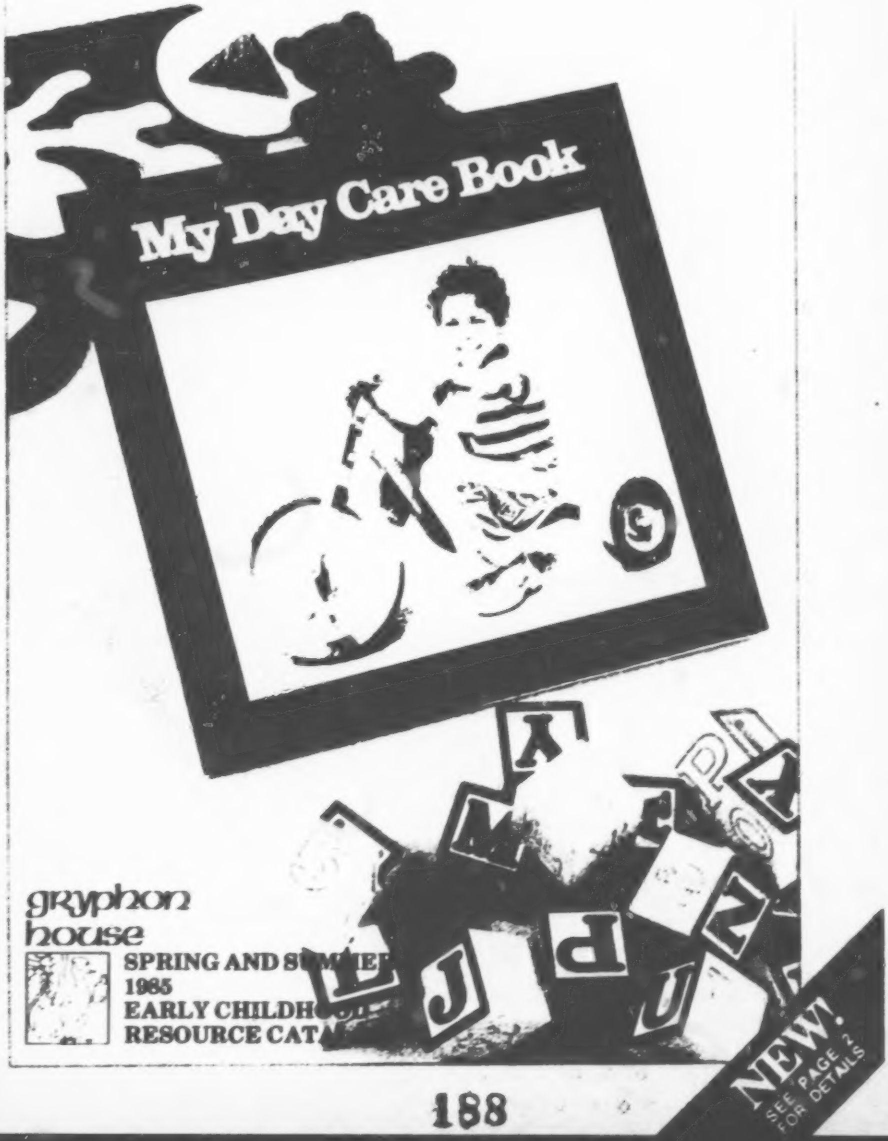

My Day Care Book
NEW!
SEE PAGE 2
FOR DETAILS

gryphon
house

SPRING AND SUMME
1985
EARLY CHILDHOO
RESOURCE CATA

"CUT&TELL"
"CUT&TELL"

Bubbles
Rainbows
& Worms
Science Experiments
For Pre-School Children

Cut And Tell Books, *by Jean Warren.* Jean Warren, editor of *Totline* newsletter, has created a wonderful collection of stories and cut-outs for young children. Using an ordinary paper plate, Ms. Warren shows how, with a few simple cuts, you can create unforgettable characters such as:

A three dimensional crab named Charlotte,
A bouncing frog on a lily pad,
The Queen of Hearts with her tray of tarts.

Each book contains eight original stories, step-by-step cutting instructions, plus two sizes of reproducible patterns.

Cut And Tell: Scissor Stories for Fall
20120 Paperback *$5.95*
Cut And Tell: Scissor Stories for Winter
20122 Paperback *$5.95*
Cut and Tell: Scissor Stories for Spring
20121 Paperback *$5.95*

Bubbles, Rainbows, And Worms: Science Experiments For Preschool Children, *by Sam Ed Brown. Bubbles, Rainbows, And Worms* includes experiments with air, animals, the environment, plants, the senses, and water. Each experiment is complete with a learning objective, a list of materials, clear instructions, vocabulary words for language development, and an explanation for the teacher of the scientific principles behind the experiment.
10000 Paperback *$6.95*

My Day Care Book, *by Jeffrey Brand and Nancy Gladstone.* Provides reassurance for children preparing to enter day care. Children already enrolled in day care will be able to add their own experiences to the story. Crisp black and white photographs show a busy and cheerful classroom. Information for parents is also included to help make both the child's and the parent's introduction to day care as stress-free and pleasant as possible.
10003 Paperback *$3.95*

EVERYDAY CIRCLE TIMES
CHANTS FOR CHILDREN

Chants for Children, *by Mary Louise Colgin.*

Did you feed my cow?
Yes, mam.
Will you tell me how?
Yes, mam.

So begins one of 155 chants in this new collection. Chants can serve as a bridge between oral communication and the written word. They promote a love of language and help build rapport between adults and children. Besides all that, they are just plain fun.

Chants are chosen in seven categories: creatures, food, people, seasons and holidays, numbers and ABC's, nursery rhymes and response chants.

20123 Spiral/paperback *$8.95*

The Circle Time Book, *by Liz and Dick Wilmes.* This well constructed book has over 400 activities for 39 different holidays and seasons. There are language and active games, songs, fingerplays, creative movement, recipes and other group ideas to make each holiday meaningful and enjoyable for young children.

20002 Paperback *$8.95*

Everyday Circle Times, *by Liz and Dick Wilmes.* Over 900 ideas for Circle Time. Choose activities from 48 different units. Each unit is introduced with an opening activity, and expanded through language and active games, fingerplays, stories, recipes, books, and more. The authors are editors of the popular *Building Blocks* early childhood newspaper.

20104 Paperback *$12.95*

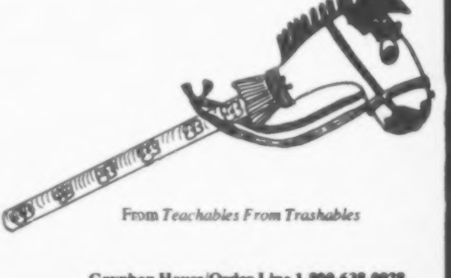
From *Rag Doll Exercise*

Teachables From Trashables: Homemade Toys That Teach, *by Emma C. Linderman*. It's easy to turn junk materials around the house into fun and educational toys. The fully illustrated instructions for each toy include: age group, how to use it, what it does, what you need to make it, how to make it.
20003 Paperback *$7.95*

Easy Woodstuff For Kids, *by David Thompson*. "The imaginative projects start with a simple stick name plaque. The inventiveness extends beyond the design to the actual materials used—such as sticks, branches, and wood leftovers and scraps. The black-and-white graphics couldn't be better; neither the very detailed instruction and comments on each project. In short, a finely hewn book."—*ALA Booklist*
10100 Paperback *$8.95*

Explore And Create: Activities For Young Children: Art, Games, Cooking, Science, Math, *by Liz Cromwell and Dixie Hibner*. A giant activity book for pre-school parents and teachers. More than 250 clearly described activities, with learning objectives. Includes nature, science, indoor and outdoor games, sculpture, paper and junk art. Each activity includes learning objectives, a list of materials needed, and clear instructions.
21200 Spiral/paper *$1[illegible].95*

Only Me, *by Virginia and Amy Wood*. With this make-it-yourself activity book the child draws or fills in information about herself or himself on each page. Unlike coloring books, *Only Me* activity engages the child's mind and imagination.
20005 Paperback *$3.95*



From *Teachables From Trashables*

LEARNING THROUGH ALL FIVE SENSES
A Language Development Activity Book
301 imaginative activities for 3 to 8-year-olds
Pocketful of Miracles
Set I
File Folder Games Patterns and Directions
By Connie Eisenhart

Learning Through All Five Senses: A Language Development Activity Book, *by Lois McCue*. A wide range of sensory experiences is provided for each letter of the alphabet. Each experience includes complete background information, a list of materials, and clearly detailed instructions.
10600 Paperback *$7.95*

Living And Learning With Children, *by Paula Jorde*. More than 300 imaginative games and activities designed for use with the three to six year old child. The activities will develop interest in art, math, music, reading, and health. Materials are inexpensive and readily available.
20112 Paperback *$6.95*

A Pocketful of Miracles: File Folder Games, Patterns and Directions, *by Connie Eisenhart*. Make file folder games in minutes! Patterns for twenty game boards with matching game pieces in all different skill areas. All you need to do is cut, color and glue. These games can be played with children from three to six. Easy directions are included.
20108 Paperback *$6.95*

From *Learning Through All Five Senses*

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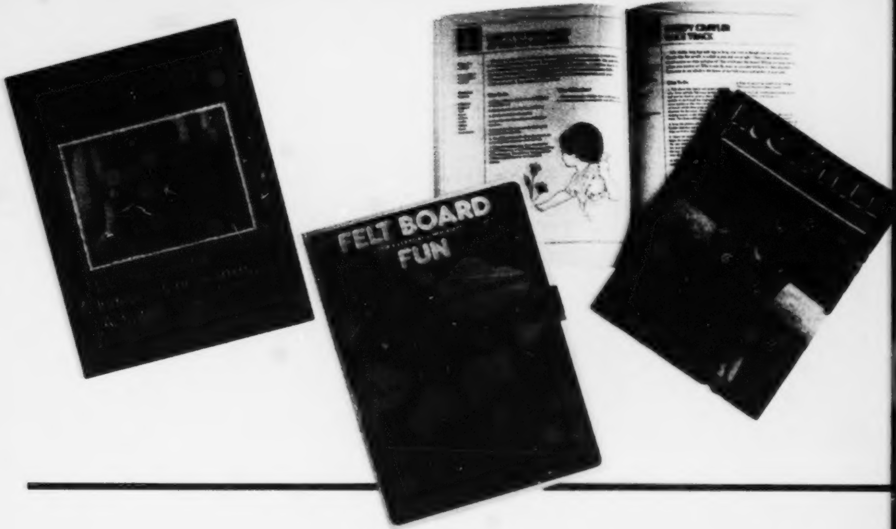
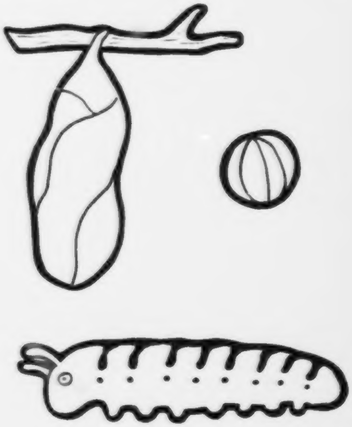


I Can Do It! I Can Do It! 135 Successful, Independent Learning Activities, *by LaBritta Gilbert.* Here are things children can do by themselves. Clear instructions, with photographs, show a teacher how to prepare projects that children can perform independently. ". . . an inspiration as well as a valuable resource for parents. . . . Children learn by doing, by making their own observations and discoveries. "Ms. Gilbert's collection of learning activities shows parents and teachers how they can easily make tools for creative learning."—*Totline*
10002 Paperback $12.95

Hug A Tree And Other Things To Do Outdoors With Young Children, *by Robert E. Rockwell, Elizabeth A. Sherwood, and Robert A. Williams.* Children are natural explorers. *Hug A Tree* is filled with fascinating adventures to do with children from three to seven. The outdoors is all around in parks and streets and backyards. Learning about nature does not require a long hike into the forest. The *Hug A Tree* experiences will help children learn to love and appreciate the natural environment anywhere
10500 Paperback $8.95

Felt Board Fun, *by Liz and Dick Wilmes.* Make your felt board come alive! This unique book contains over 150 ideas with accompanying patterns. There are activities for colors, animals, feelings, body awareness, the five senses, letters, numbers, shapes, foods, seasons, and holidays. There is also a special session of activities for creative thinking skills.
20106 Paperback $12.95

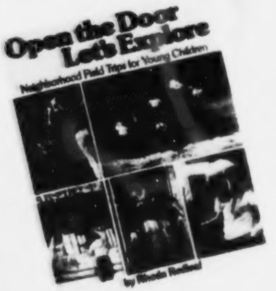


From *Felt Board Fun*

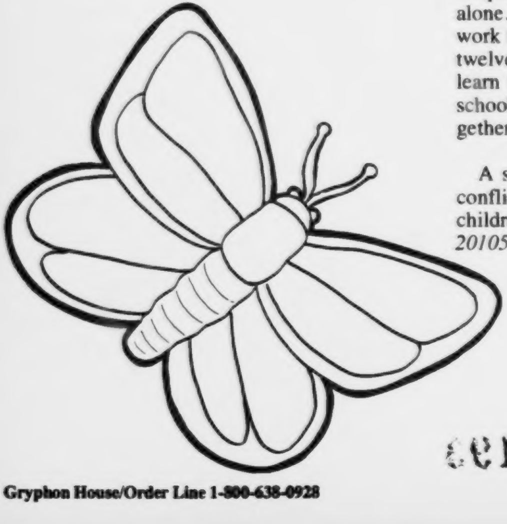
193

One, Two, Buckle My Shoe
Math Activities For Young Children

Play Together Grow Together


Open the Door Let's Explore
Neighborhood Field Trips for Young Children
by Rhoda Redleaf

Open The Door, Let's Explore: Neighborhood Field Trips For Young Children, *by Rhoda Redleaf.* Here are some easy field trips that will provide exciting learning adventures. For each field trip there are: learning goals for children, a list of vocabulary words, introductory before-the-walk activities, lots of activity ideas to use on the walk, after the walk follow-up activities, new songs and fingerplays related to the walk, and a listing of related children's books.
22000 Paperback *$8.95*



One, Two, Buckle My Shoe: Math Activities For Young Children, *by Sam Ed Brown.* This clearly written, fully illustrated book contains 84 active, imaginative math activities for pre-school children. Each one creatively engages children's minds and bodies in learning fundamental math concepts. The activities are geared to the developmental needs of pre-school children.
10300 Paperback *$6.95*

Play Together, Grow Together, *by Don Adcock and Marilyn Segal.* These are cooperative activities that children cannot do alone. They require two or more children to work together. Sixty-seven activities, filling twelve major curriculum areas, help children learn to cooperate and work together. Preschool children learn to share, to play together in a group, and to make close friends.

A special chapter is devoted to resolving conflict and helping both shy and aggressive children.
20105 Paperback *$8.95*

ED194

BLOCKS
A CREATIVE CURRICULUM FOR EARLY CHILDHOOD
HOUSE CORNER
A CREATIVE CURRICULUM FOR EARLY CHILDHOOD
ART
A CREATIVE CURRICULUM FOR EARLY CHILDHOOD
TABLE TOYS
A CREATIVE CURRICULUM FOR EARLY CHILDHOOD
RESOURCE MATERIALS
FOR THE CREATIVE CURRICULUM
BLOCKS
A CREATIVE CURRICULUM FOR EARLY CHILDHOOD

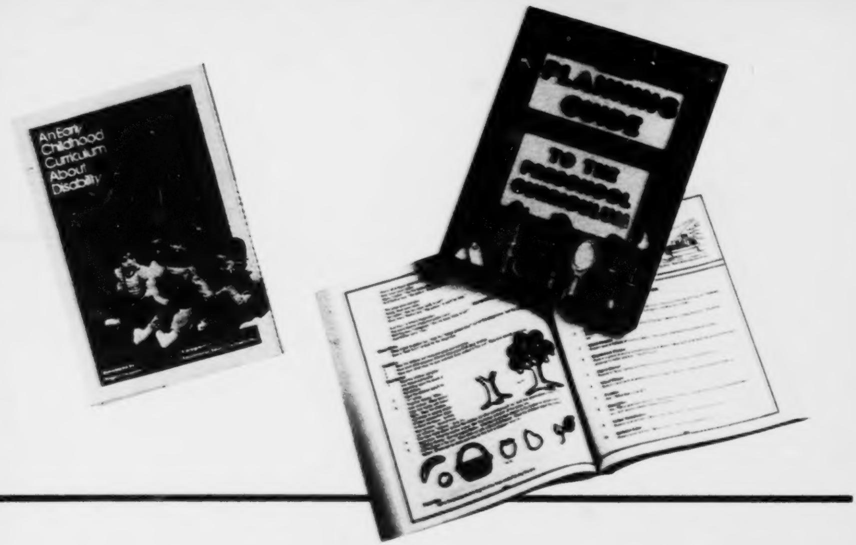
Blocks: A Creative Curriculum For Early Childhood. Teachers learn to maximize the important learning that can take place with blocks. Special emphasis is placed on the teacher's role in listening, observing, facilitating, and extending block play.
20301 Paperback $8.95

Art: A Creative Curriculum For Early Childhood. The first part of this manual presents a clearly stated philosophy and approach to setting up a creative art program. The second contains practical suggestions for encouraging a variety of art activities using five different media.
20201 Paperback $8.95

Table Toys: A Creative Curriculum For Early Childhood. Toys commonly found in early childhood classrooms present a wealth of educational possibilities and teachable moments. The teacher can play a positive role in structuring and extending their use. Also included are descriptions of toys which can be made inexpensively.
20401 Paperback $7.95

House Corner: A Creative Curriculum For Early Childhood. Important social, emotional and intellectual learning takes place in sociodramatic play. Criteria are provided to help teachers observe and assess children's level of activity in play. Practical suggestions are provided for arranging the house corner area and materials with particular emphasis on selecting culturally appropriate props.
20101 Paperback $6.95

The Creative Curriculum For Early Childhood (Nine Volumes). The complete *Creative Curriculum* contains four manuals *(Art, Blocks, Table Toys, and House Corner)*, four *Trainer's Guides*, one for each of the manuals, and *Resource Materials For The Creative Curriculum*, with annotated reviews on books in the curriculum areas. The complete set allows trainers and directors to custom fit the training to the needs of students or staff trainees.
20010 Paperback (9 vols) $59.55


An Early Childhood Curriculum About Disability
PLANNING GUIDE TO THE PRESCHOOL CURRICULUM

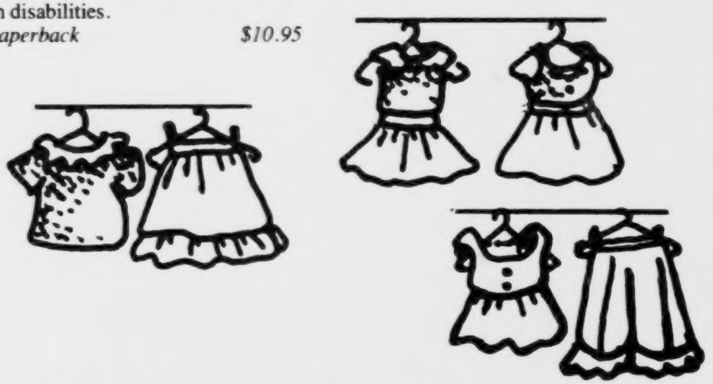
Including All of Us: An Early Childhood Curriculum About Disability, *by Merle Froschl, Linda Colon, Ellen Rubin, and Barbara Sprung.* These practical, step-by-step activities can be incorporated easily into all types of preschool classrooms. Threes, fours and fives learn sign language, build an accessible city block, and take a multi-sensory trip around the neighborhood. This book will help any teacher build an inclusive classroom where all children will feel welcome.

Non-sexist, multicultural attitudes are encouraged, and children are provided with positive role models of both children and adults with disabilities.

20125 Paperback $10.95

A Planning Guide To The Preschool Curriculum, Revised Edition. The 44 units of *A Planning Guide To The Preschool Curriculum* contain nearly 10,000 activities. The book contains the basis for teaching 220 concepts. For each of these concepts, the teacher is provided material on language, music, art, games, storytelling, fine and gross motor development, and cognitive activities. This giant curriculum guide was designed for practical classroom use, and is also valuable as a text for curriculum courses.

20111 Paperback $29.95

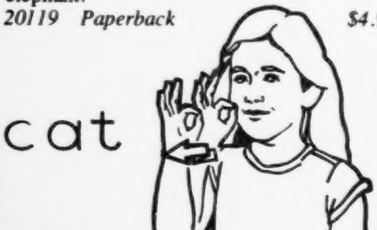


Finding pairs from *A Planning Guide To The Preschool Curriculum*

SIGN LANGUAGE CLOWNS
SIGN LANGUAGE ANIMALS
SUPER SNACKS
Cooking With Kids
Caroline Ackerman
CUP COOKING

Sign Language Clowns: An Educational Coloring Book For Elementary And Preschool Children, *by Ralph R. Miller, Sr.* Young preschool children can use this book to learn some basic sign language words. In this volume children can learn signing for the words eat, fall, pull, push, walk, drink, love, sit, run, sleep, see, jump, cry, give, stand, and play.
20118 Paperback *$4.95*

Sign Language Animals: An Educational Coloring Book For Elementary and Preschool Children, *by Frank Allen Paul.* The sixteen vocabulary words in this book were based on research of handshape and sign language acquisition in hearing impaired young children. However, all young children will enjoy learning a new "secret code." Words included are cat, dog, cow, mouse, horse, pig, rabbit, turkey, fox, wolf, bear, bird, monkey, lion, tiger, and elephant.
20119 Paperback *$4.95*



From *Sign Language*

Super Snacks: No Honey, No Sugar, No Artificial Sweeteners, *by Jean Warren.* A seasonal collection of 160 recipes that are delicious, nutritious and fun for children. Parents and teachers can plan sepcial holiday and birthday treats. "The snacks are easy to prepare . . . this book is well worth having."—*Natural Parenting*
20001 Paperback *$3.95*

Cup Cooking: Individual Child Portion Picture Recipes, *by Barbara Johnson and Betty Plemons.* Very young children can cook. In *Cup Cooking* children from three to seven learn to cook single portion recipes they can eat themselves. Small treats are baked in a paper cup using an electric skillet for an oven . . . and it really works! Children simply follow the picture directions, and then eat the good things they made for themselves.
20004 Paperback *$2.95*

Cooking With Kids, *by Caroline Ackerman.* The emphasis is on active participation and nutrition. All of the recipes stress wholesome, natural ingredients. Artificial flavors, colors and preservatives are not used. Her suggestions to parents and teachers working with pre-schoolers are invaluable.
10400 Spiral *$5.50*

A Very PRACTICAL GUIDE TO DISCIPLINE
Grace Mitchell
Parent
Tricks-of-the-Trade
THE SUN'S NOT BROKEN, A CLOUD'S JUST IN THE WAY
On Child-Centered Teaching
Things to Do with Toddlers and Twos
KAREN MILLER

A Very Practical Guide To Discipline With Young Children, *by Dr. Grace Mitchell.* "For most people the word 'discipline' has a negative connotation. What I propose is a plan of action which will ultimately lead to self-discipline," says Dr. Mitchell. Is there a right way to handle discipline with young children? The importance of both consistency and the development of a strong, positive self-image is stressed.

20009 Paperback *$8.95*

Parent Tricks of The Trade: 1001 Time And Money-Saving Solutions For The First Ten Years, *by Loel Barr and Kathleen Tuow.* Handy tricks for parents and teachers. Ideas such as saving soap scraps, melting them, pouring them on a cookie sheet and using cookie cutters to make brand new animal shapes. Or having a child suck on an ice cube or popsicle before taking bad tasting medicine. There are 999 more helpful ideas.

20116 Paperback *$4.95*

From *Things To Do With Toddlers and Twos*

The Sun's Not Broken, A Cloud's Just In The Way: On Child Centered Teaching, *by Sydney Clemens.* Child centered teaching is based on a respect for each child and his or her integrity. This warm and readable account describes how one teacher created a safe and stimulating place for children to learn.

"The focus of the book is four-year-olds and how they learn best when adults treat them with respect and dignity, listen to them, and respond to them with courtesy, love, and genuine concern for their real needs."—*Childbirth Educator*

". . . a treasury of motivational ideas, inspiration and techniques for the lay person and the professional."—Clare Cherry, author of *Think of Something Quiet*

10001 Paperback *$8.95*

Things To Do With Toddlers and Twos, *by Karen Miller.* Here are more than 400 easy-to-do activities, techniques and designs for toys that are effective for working with very young children in home and group care settings. You will learn both what to do and what not to do.

". . . filled me with an irrepressible urge to get my hands on a toddler (my 20 month-old eagerly complied) and get on with actually doing the activities.—Bonnie Neugebauer, Editor, ***Beginnings***

20109 Paperback *$9.95*

ALL ABOUT CHILD CARE
ALL ABOUT CHILD CARE
ALL ABOUT CHILD CARE

Feathers In My Cap
EARLY READING Through EXPERIENCE
By Ellen Cromwell

All About Child Care Trainee's Manual, *by Marilyn Segal et al.* This workbook format, consumable manual, deals with the specific, practical concerns of a new classroom worker. The anecdotal, story method of leading the student into new material is followed by specific exercises which the student completes in the book. Areas covered include safety and health, learning environment, physical, cognitive, and language development, creativity, and group management, to mention just a few.
20100 Paperback $8.95

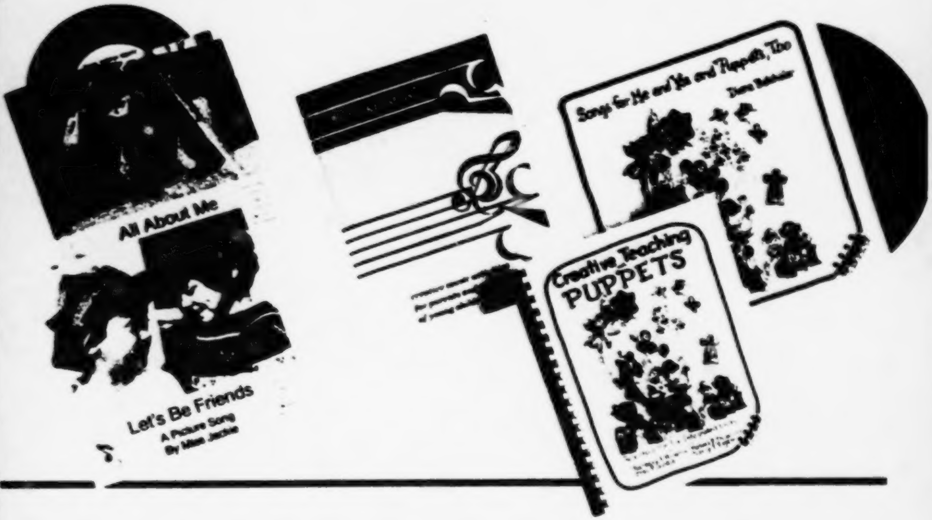
All About Child Care—Instructors Guide. The instructor's manual is filled with suggestions for implementing the entire training package, including language games and classroom activities.
20200 Paperback $8.95

All About Child Care—Text, *by Marilyn Segal et al.* The text provides the basic background and introduction to theory necessary to work in a preschool classroom. It includes a brief historical framework and an explanation of classroom environments, and curriculum appropriate for different age groups. Also: developmental characteristics, self-esteem, the development of responsibility, and much, much more.
20300 Paperback $8.95

Feathers In My Cap: Early Reading Through Experience, *by Ellen Cromwell.* A step-by-step language experience approach to the pre-reading process, complete with picture stories and teacher-made games. Useful for teachers of children with special needs.
20113 Paperback $9.95

Basic Beginnings: A Handbook Of Learning Games And Activities For Young Children, *by Audrey Burie Kirchner.* Includes games and lesson plans in basic skills development. The book offers both a plan of organization for a preschool curriculum together with activities to build basic skills.
20114 Paperback $12.95

From *Feathers In My Cap*



All About Me, *by Miss Jackie*. This picture song in a paperback book uses sensitive photographs to illustrate words from the song, children can look at the pictures and sing the book by themselves.
29003 Paperback *$3.00*

Let's Be Friends, *by Miss Jackie*. Let's Be Friends is a picture song book celebrating the joys of friendship. The black and white photographs show a multi-ethnic group of children helping, sharing, and playing together. Children with handicaps are included.
29002 Paperback *$3.00*

All About Me/Let's Be Friends—Book And Record Set. The record *All About Me/Let's Be Friends* is a 45rpm recording and contains both songs, sung by Miss Jackie, so that either an individual child or a whole classroom can sing along together. Both of the books are included in the set.
29007 Record and 2 book set *$8.95*

Books in this catalog are available at local school supply and bookstores.

Creative Teaching With Puppets: Resources For Six Integrated Units, *by Rountree, Gordon, Shuptrine and Taylor*. Here's how to make and use dozens of puppets to teach language and math readiness, and to build friendship and cooperation. In addition to clear directions and patterns for puppets, the book includes stories, poems, fingerplays, and a wealth of related classroom activities. Guitar and piano music is included for original songs in each unit.
20007 Spiral *$16.95*

Songs For Me And You And Puppets Too. This 33⅓ record album accompanies *Creative Teaching With Puppets* and includes songs by Diane Batehelor, Hap Palmer and Mary Lu Walker. The album portrays the puppet characters which delight and teach children.
20008 Recording *$8.95*

Hello Sound, *by Miss Jackie*. Young children love to make, hear, and explore sounds. *Hello Sound* helps them to discover paper sounds, body sounds, mouth sounds, sound sounds, listening sounds, instrument sounds, and more. Clear directions for forty-four sound activities with chords for guitar, autoharp, and piano.
29001 Paperback *$6.95*

SONGS TO SING WITH BABIES
miss jackie sings
hello rhythm

Songs To Sing With Babies, *by Miss Jackie.* New and charming songs (with games and activities) for babies. Chapters include: Songs For Taking A Bath, Songs For Rocking And Nursing, Songs For Riding In A Car, Songs for Waiting For Meals, Songs For Laughing And Having Fun, Songs For Cuddling, Songs For Waking Up, and Songs for Getting Dressed.

29009	*Paperback*	*$8.95*
29010	*Cassette Tape*	*$8.95*

Hello Rhythm (Record), *by Miss Jackie.* Helping young children develop their natural sense of rhythm spills over into all areas of their lives. This toe-tapping, hand-clapping album of rhythm songs involves the child in self-directed activities.

29005	*33⅓ Record*	*$8.95*
29006	*Cassette Tape*	*$8.95*

Hello Rhythm, *by Miss Jackie.* Body rhythms, speech rhythms, nature rhythms, rhythm stick ideas, catchy songs and clear illustrations fill *Hello Rhythm.* Forty-seven rhythm activities have complete how to instructions with large easy-to-read print and chords for guitar, autoharp, and piano.

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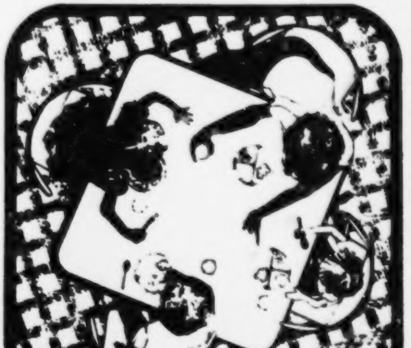

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EVALUATING CHILDREN'S PROGRESS

Managing the
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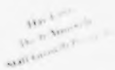

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EARLY CHILDHOOD EDUCATION
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20A

NEWS ITEMS

Education—*THE COMMON WEALTH* of Massachusetts ■ Department of Education ■ Vol. XIV No. 6 ■ Summer 1985

Task Force Recommends Programs For Preschoolers

A state task force recommended that public education in Massachusetts be expanded to include programs for all three-and four-year-old children.

The 37-member Task Force on Early Childhood Education presented its report to the Massachusetts Board of Education in June.

After eight months of study, the task force concluded that "there is a clear need to make high quality programming in early childhood education available to all children in the Commonwealth." The report cites research which shows that early childhood education programs not only give a child a good start, but also determine a child's future success in school and life.

The report makes the following major recommendations to the state Board of Education:

- Adopt a policy that ensures equal access and equal opportunity to early childhood services and programs for young children and their families in the Commonwealth.
- Establish a Bureau of Early Childhood Education in the Department of Education to coordinate the Department's early childhood services and programs.
- Establish state standards for quality early learning and development programs.
- Expand existing Massachusetts teacher certification standards to include teachers of three-and four-year-olds.
- In consultation with the state Office for Children, develop certification requirements for teachers of young children which reflect a career ladder and promote professional growth.
- Foster coordination with other agencies and groups that serve young children.

The report cites a number of factors that influenced the task force's recommendations, including the following:

- Nearly half of all women with children under age six are currently in the labor force.
- The number of working mothers with young children is expected to rise to 60 percent by 1990.
- The fastest growing group of working mothers has children under the age of three.
- In 1981, 12.1 million children lived in a one-parent family.
- It is estimated that, within the next decade, half of all children in the United States will spend a significant part of their lives in a single parent family.
- In 1983, one-fifth of all American children under the age of three were living in families with incomes below the poverty line. By 1984, this figure had risen to one-fourth.
- Research indicates that these children are most likely to be deprived of positive developmental experiences and are most at risk of failing to achieve their full potentials.

Members of the task force include school administrators, teachers, parents, researchers, policy makers, representatives of the Department of Education, other state agencies, and advocacy groups.

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FOR IMMEDIATE RELEASE, AUGUST 2, 1985

14. SPECIAL BACK-TO-SCHOOL PACKET

EARLY CHILDHOOD EDUCATION

PROGRAMS BENEFICIAL

There was a time, and it wasn't so long ago, when children left the protection of their home and mother to enter school and start formal learning somewhere around the age of six. Nowadays, over 60 percent of the nation's three and four-year-old children and some many younger leave home to attend prekindergarten or day care program on a regular basis. They attend a variety of programs including nursery schools, day care centers, cooperative schools, Head Start, play groups and specially funded programs for handicapped, migrant, bilingual or other special groups.

There are many reasons for this growing interest in early childhood programs. Chief among them is the growing rate of single parent and two-working-parent families who are in need of daily child care for their young. Also adding to the growth, however, are such reasons as: the decrease in family size which provides little opportunity for socializing; the rush of daily living which prevents families from providing the kind of enrichment young children need, such as art experiences, exploration with numerical and scientific concepts, trips, and the like; and the relative level of safety in neighborhoods which

(more)

prohibits children from roaming freely.

Parents who want to provide child care, or socialization enrichment in a safe environment seek out programs which fit their special needs. Programs can be full or part-day, full or part-week, private or publicly supported.

The New York State Experimental Prekindergarten is beginning its 20th year. It is a program established in a small number of districts to serve children from low socio-economic areas. This year the State budget provided $20 million dollars for the program which will permit the funding of 15-20 new programs. The Education Department is advocating legislation which will provide universal opportunity for all four-year-olds to attend half-day pre-kindergarten programs at public expense. School districts would be reimbursed on their state aid ratio, with special weighting. The program would be optional on both the families and the school district. If a district established the program, however, it must provide the service for any four-year-old whose family wanted him to attend.

In seeking programs for their children, parents should spend the day in any program they are considering. They should check on whether the program is safe, has good equipment which is sturdy and challenging, whether the day is planned in a leisurely fashion in large blocks of time with quiet play interspersed with vigorous play, whether there is daily time for outdoors which is an extension of indoor learning activities and whether children have many opportunities for selection, recognizing that it is a learning activity. Options should include, at a minimum, sensory materials, such as water and sand, a variety of art materials, enough blocks for children to construct and engage

(more)

in play; block accessories such as trucks, people, animals, materials and equipment to explore sound, music and movement; paraphernalia for dramatic play, big muscle climbing equipment, and many books on a variety of topics.

The National Association for the Education of Young Children publishes a pamphlet entitled "SOME WAYS OF DISTINGUISHING A GOOD EARLY CHILDHOOD PROGRAM." It can be ordered from: NAEYC, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

-30-

LAW PROMPTS NEW KINDERGARTENS IN VERMONT

MONTPELIER, Vt., Sept. 10 (ED-LINE)--At least 13 Vermont communities are offering kindergarten classes this fall for the first time following enactment last May of a state law mandating public kindergartens by 1988.

The new law creates a revolving loan fund to help districts without kindergartens to start offering classes for 5-year-olds. Districts can offer the classes themselves or pay the tuition for students to attend private kindergartens.

Under the loan program, districts are eligible to borrow up to $1,000 per pupil in the first year and half the first-year loan amount in the second. Interest on the loan will be paid by the state and the borrowing district has up to four years to repay the principal.

Four school districts are taking advantage of the loan program while nine others are offering kindergarten using their own funds.

Jim Lengel, deputy commissioner of education, estimated that about 400 children are attending public kindergarten this year in communities that are offering these classes for the first time.

However, he estimated another 800 5-year-olds in about 50 other Vermont communities still do not have access to public kindergarten. Most of these districts reportedly have kindergarten enrollments of fewer than 15 students.

CONNECTICUT PLAN WOULD EXPAND KINDERGARTEN

HARTFORD, Conn., May 13 (EDUSA)--The Connecticut Department of Education is developing a proposal to offer financial incentives for more school districts--especially poor ones--to offer all-day kindergarten programs.

According to Lise Heintz, a department spokeswoman, the proposal is aimed at ensuring that the educational advantages of all-day kindergartens are not just restricted to those districts that can afford to foot the bill.

Currently, Heintz said that 17 of the state's 165 school districts offer kindergarten programs of four hours or more in at least one school. Most of these districts are located in affluent Fairfield County communities near New York City or suburbs of Hartford, she added.

"These kindergartens are growing fastest in areas that have the most money. That is why (the commissioner) is looking at incentive programs. We are very concerned about disparities.... We want to make sure that those who have not are not left behind," Heintz said.

The program now being developed would distribute state aid on the basis of a community's wealth for districts to expand or begin all-day kindergartens.

She said that specific funding amounts have not been determined, but the state hopes to pay an average of about half the start-up costs of these programs.

Heintz said that the start-up aid would be in addition to regular state school aid distributed under the Guaranteed Tax Base Program. This aid is a percentage reimbursement of money spent by a district three years ago. She said that the three year lag in reimbursement is a key reason why the state wants to help districts with start-up costs.

She said that state Education Commissioner Gerald Tirozzi intends to put such an incentive plan into his 1986-87 budget request. That budget will go to the state Board of Education this summer and the state legislature next winter.

Last year, the state legislature soundly defeated a proposal by Tirozzi that the state mandate all-day kindergartens.

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802-656-3370

More Miracles

a Parent's Gift, rewritten

by Mary Zeman

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of Educational and Cultural Services

You have made the most important thing there is: a new person. New though she still is, she is ready to start being a person among other people just so long as you are always there for her to come back to.

When he was a crawler, he left your feet to journey to the sofa and bring you a ball.

When she was a toddler, she left your side to journey across the grass and bring you a leaf.

When he was a pre-school child, he left your yard to journey next door and bring back the neighbor's doll.

Now she will journey into school and bring you back pieces of her new world, returning to the base that is you, seeking rest and re-charging for each new leap into life.

Adapted from: *Your Baby and Child from Birth to Age Five* by Penelope Leach

Your 5 year old has come a long way on the upward path of development. To this point, you have been teacher, encourager, and care giver. Having scaled the steepest ascents of growth, you have now reached a gentle plateau. Many of the dramatic changes and brand new firsts are behind you. You are now living with a little person who has become more independent, more self-occupying, and more predictable. They can tell you what they're hungry for, they can buckle their own boots, clearly relate an adventure away from you, and absorb themselves for hours in some self-directed project. There is a rhythm to your days and to your relationship.

Although it still feels like yesterday, long gone is baby-hood. Because they were so brand new, those days carried a certain mystery as did each incredible new accomplishment. That fresh magic now takes on new form. Because it is somewhat less dramatic, we are tempted to fall into routine and forget to watch for the golden events which are spun by growing up five-year-olds

every single day.

Supporting the explosion:

At this time of life, there is great interest in what goes on—both indoors and out, and in what other people do. Offering regular opportunities to visit new places, experience new kinds of people, to try new things, to ask enough questions, and to have enough time—are all rich avenues toward independence and growing out.

? ??

What if??

??

Why?

What's that?

??

??

Why?

Why are they different?

? ??

Why?

??

Whats wrong????

Does it always take this long?

??

Very big questions. You have not only the answers, but the ability to help many routine errand or visit become a remembered adventure.

Notice:

There are many words meaning "see" and a very big one for your child to learn is notice. Toddlers are drawn by their natural inclinations to notice a great deal of their environment, indoors and out.

If we nurture this sense of wonder, our five-year-olds will be blossoming with all kinds of observations, discoveries, and new truths. Seeing, hearing, tasting, smelling, touching.

Notice the changes in this tree with each season, notice how the earth is buckling. Could something be burrowing underneath? Notice how the sun dried your towel. Notice your shadow growing. Follow my footprints. Close your eyes. What do you hear? How does it feel when it's dark in there? What do you smell? What do you remember? How does this feel? Listen for sounds. Are there more when we aren't looking? Are there more when we really listen?

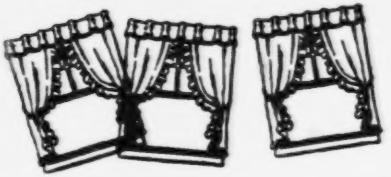
Activities:

★ A new sense: gather together a group of everyday objects, like a rock, a scarf, an apple, a piece of clay, a sheet of sandpaper, a leaf, a feather, cotton balls. Put them under a blanket or in a box with holes cut for arms in the side. Let your child feel each item one by one, without looking. Are any of them rough? Soft? Hot? Cold? How do they feel? Introduce a new word: texture. Be aware of the many textures indoors and out.

★ The same activity can be done with smells. Fill small containers (film canisters) or bags with things from the spice cupboard: cinnamon, vanilla beans, garlic, peppermint, pepper, basil, lemon, etc. Smell them, compare them, guess which is which – and enjoy them one by one.

★ Trust me, taste me: This can be fun if you're having a couple of playmates join you. Trust me. I will give you some new tastes to try. Close your eyes and tell me what you taste.

Have a little tray of bite-sized tastes prepared: slippery, slurpy, sweet, dry, tart, wet and cold. Everyday experiences can become brand new.



Indoors & Outdoors

selection from a mother's journal:

"The eighth of October_ bless·ed fall night, the crispness dances comfortably in the air as I step out into the backyard in my stocking feet to bring forgotten things inside. Our sneakers, a small pile of books, three pillows, and the quilt. We had planned to go to the grocery store, but the afternoon had been just too enticing to do anything else but spread ourselves open wide beneath the golden oaks today. Ben said we'd have a lucky day if we caught a leaf from where we lay there together, reading and storytelling. As it turned out – we were blanketed with them _ crimson, brown, and yellow.

What luxury. We squealed with delight until they lulled us into their drifty easiness, and then we just watched. How could it have been later this very same day that we discovered two brown deer, feasting on russets, behind the barn underneath our apple tree. So much loveliness has turned this ordinary day into sacred. I can grocery shop tomorrow."

It is possible to compromise or put off some things that need to get done. You can share parts of a task with your children. Or offer them something else to do to give yourself some space to work alone, without them. then, it is important to carve out some very intentional time to simply play together.

When we are at home, the list of things that need to get done is unending – bill paying, cleaning, letters, laundry, phone answering, writing, cooking and dishes. 5-year-olds would gladly have you all to themselves all day long. there is a tension between these two constant needs which has to be balanced. There is lots to do.
And there is also space for some golden time together each day.

Read together, paint, draw, take a walk, count the cars, write a story, plant some seeds, name the colors in the flowers, make a present, prepare a snack, measure ingredients, listen to music, learn a poem.

Food

The harvest of shared good times can be tremendous when your five-year-old can share responsibility in food shopping, selection and preparation.

A friendly, low pressure, non-hurried atmosphere during food preparation and mealtime is important, because enjoyment is the very best sauce for appetite.

Here are some mealtime perk-ups and snack ideas:

Bettylocks Porridge

(Jenny-locks, Bobbie-locks, Aaron-locks - who is your star breakfast guest?) Our friend Betty Stevens invented this recipe, so it is named for her. Give it a family name and give it a try: One bowl of piping hot, nutritious oatmeal for everyone - topped with one scoop of natural vanilla ice cream. And that's it! A sundae for breakfast... hot and cold together.

Cut-outs

Here is a health-full, pliable dough just great for cut-outs. A good substitute for sugar cookies.

1 c. butter or margarine, softened
1 c. creamed cottage cheese
2 c. wh. wheat pastry flour

Cream together butter and cottage cheese. Work in flour and wrap dough in waxed paper. Place in refrigerator to harden. When cold, roll in thin sheets and use cookie cutters. Place on lightly greased cookie sheets. Bake at 350 degrees for 15 minutes.
Optional: sprinkle with cinnamon sugar before baking.

Peanut Butter Play dough

Mix together one part peanut butter to one part honey. Add enough dry milk to take away the stickiness.

Again wash hands. Work with it on individual plates. Then eat your creations!

Biscuits, scones

Baking-Powder Biscuits are fun and quick:

2 cups of flour
3 teaspoons of baking powder
1/2 teaspoon of salt
1/4 cup of shortening
2/3 to 3/4 cup of milk

Sift dry ingredients into bowl. Cut in the shortening until its coarse like nice lumpy crumbs. Make a well. Add milk all at once. Stir. Turn onto floured surface. Knead. Roll or pat the dough 1/2 inch thick. Dip cutter or rim of a glass into flour; cut dough straight down.

Bake on an ungreased cookie baking sheet for 12-15 minutes.

Using whole wheat flour is healthier. Adding currants or raisins makes them more like scones.

and tea parties

It's nice to make time for a tea party now and then. A time when you and your child carefully set the table with cups and small plates, a handpicked bouquet and some home-made cloth napkins. Everybody feels very special.

Beasts Over Easy

Stir up a few eggs with milk, salt and pepper – as for scrambling. Pour them into a hot, buttered pan which has a broad bottomed surface until the egg mixture is about an eighth of an inch thick. Cook quickly – then while still in the pan, cut them out – just like cookies, with favorite cutters.

Good

Healthful snacks readily available at all times help curb those cravings for junkie foods:

Snacks

Ideas: Raw vegetables cleaned and ready to eat in the refrigerator.

Peanut butter dip for raw vegetables.

Banana pieces dipped into orange juice concentrate and rolled in wheat germ.

Apple slices with cheese, peanuts, sunflower seeds, raisins.

Boys & Girls

We all know that how people feel about themselves has alot to do with what we ultimately become and accomplish. Again and again, tradition and social customs pressure fresh young minds into conforming, with little regard for self-esteem. Again and again, statistics reflect that self-concept decreases dramatically in children between the ages of 5 and 12. As they grow up, society "cures" children of the belief that they can truly be most anything they want to be.

Little boys begin to be led away from their fascinations with playing house, preparing food, appreciating music, playing with dolls, dancing, dressing up and cuddling. These activities are traded for trucks, computer games, toy guns, an interest in cars, speed, and competition.

Little girls begin to get the message that it is far more acceptable to be pretty than smart. The toys which advertisements and television encourage them to want have much more to do with vanity than they have to do with creativity, imagination, problem solving, or cooperation.

pretty & powerful

Who am I?

One of the most difficult and confusing concepts for a child to grasp is *who* she or he is, and *what* is expected of her or him. Often children learn to associate their entire identity as well as what they "should" and "can" do with whether they are female or male.

These definitions and expectations often continue to keep them from taking risks, finding out more about themselves and fulfilling more of their potential as they grow older.

In order for children to learn who they are, it is critical that they are given a smorgasbord of choices and opportunities so that they can expand their personal visions.

Fairy tales provide one image of successful males and females - the prince: tall, dark and handsome; dragon slayer; princess saver; valiant and brave.
The princess: beautiful, elegantly dressed lady who spends her time waiting for the prince.

The fairy tale images are reinforced as role models for success again and again in stories and on television.

It is important that children see other images too. In reading books together, include stories which picture men, women, boys and girls playing roles other than these. Being a prince or a princess is one kind of a choice. There are many others. Discover and imagine

Open opportunities.

Attitudes:

From the very earliest weeks, the attitudes of those connected most closely with your child become the major source of development of their own personal value.

Children learn attitudes as they observe us.

Honesty in parents helps develop honesty in children. A child who observes positive attitudes in others toward handicapped or disabled people will learn and remember these.

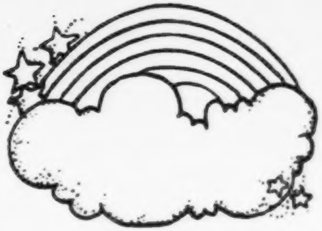
Your true concern for the health and welfare of other human beings becomes a powerful example as your children watch you and want to be like you.

A short network segment came on the television one night showing a gathering of children with balloons and banners, hoping to raise funds for a summer camp for disabled children. Some of them were playing soccer, others were listening to music, some were holding pets, and laughing together. There were wheelchairs and crutches.

Abilities & Disabilities:

"Mom, what does disabled mean?"
I gathered my thoughts and tried to respond simply and honestly. "Well, all of us can do certain things. For some people, because of an accident, or illness, or because that's the way they were born, it is hard or impossible for them to do certain things, like walking, or running, or seeing, or speaking."

I went on for a couple of moments and Ben simply turned to me and said, "If I ever get disabled, do you think I could go to that place?"



A great blessing of childhood vision is the ability to see clearly and fairly. For most children – another human being in a wheelchair or with a seeing eye dog is simply regarded as an amazing person.

There is tremendous curiosity and wonder. There is no judgement or pity. These two are learned behaviors which are not nearly as useful or educating as curiosity and wonder.

Don't be afraid to let your child look and ask questions. Most prejudices come from lack of education. Positive encounters with many types of persons and experiences offer growth, compassion and understanding – all of which add substance to the natural wisdom and openness which every child possesses from the very beginning.

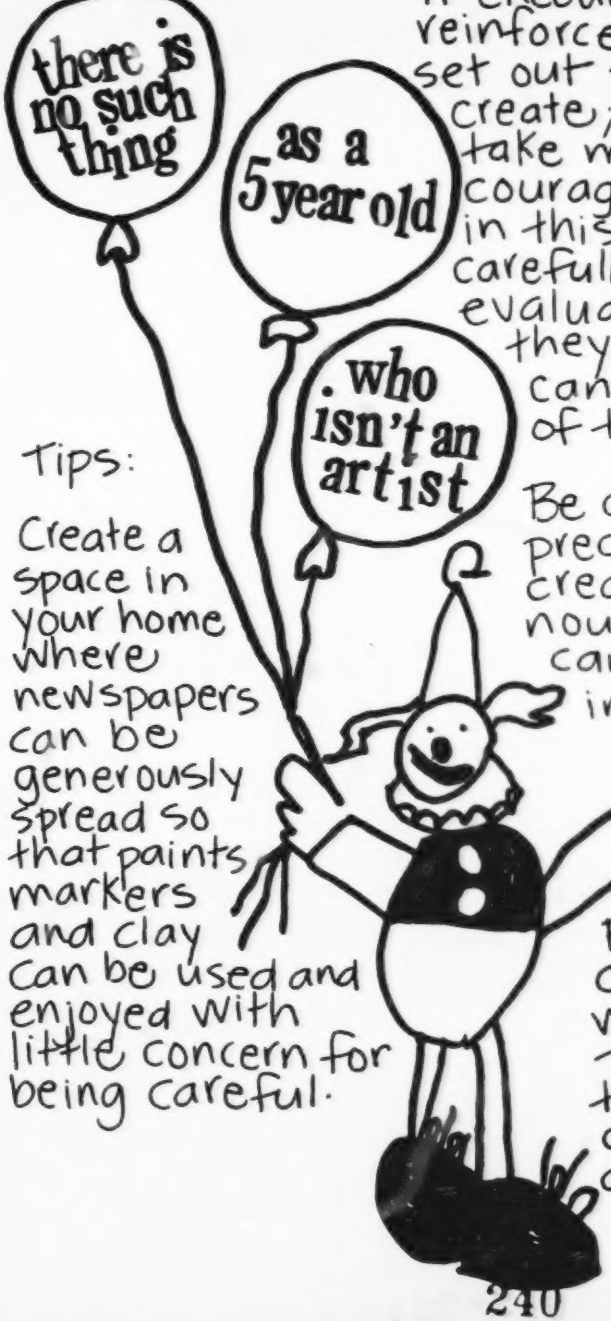
Art

Enjoying our children's art with care and respect can offer tremendous insight and pleasure. As children create, there are countless forms of expression and outlet which unveil themselves in the form of color and design. For us, it is a privilege to be a part of the magic of this process, and to nourish it at every opportunity.

In the face of a society which judges, compares, and sternly evaluates artwork in the name of tradition, quality and intellect, the spirit of your budding young artist becomes increasingly sensitive to criticism.

Five-year-olds are beginning to evaluate their art as good — or not as good. Our competitive society is creeping in and beginning to tempt our children to copy the work of the ones who "can really draw" at pre-school or in kindergarten, rather than believing in inner resources and abilities.

If encouraged and reinforced, your child will set out purposefully to create; but it doesn't take much to shake the courage of a 5-year-old in this area. They listen carefully for honest evaluation by those they respect, and they can be harsh judges of their own work.



Tips:

Create a space in your home where newspapers can be generously spread so that paints markers and clay can be used and enjoyed with little concern for being careful.

Be careful with the precious spirit of creativity, for if nourished well, it can offer both an important area for expression and a valuable understanding of self.

Believe in the creative abilities within your child. There is no such thing as a 5-year-old who isn't an artist.

Art

Tips continued: Take an active interest in your child's creations when you have time to pay attention to them and listen to their stories.

Once in awhile, choose something to frame and display in a special way. Plastic frame boxes are great, because pictures can be changed in them easily. A refrigerator's second most valuable service is its smooth white surface for taping up pictures. It is also important that some of your child's work rates a status above that of the kitchen — and finds an important place in other parts of your house

Be a model. Great inspiration for young artists is observing parents taking time to pursue some creative task.

Dressing up: Making costumes out of old clothes, putting funny old things together, and adorning one's self can be an act of great creativity and a fine addition to pretending and imagining. Collect old hats, scarves, shoes, shirts, purses, socks and gloves — sometimes the more outrageous, the better. Make a dress-up box which is inviting and easy to reach.

Once in awhile face paints can be a real celebration. Costume stores stock them. Cold cream takes them off. Taking a few pictures will help you remember a specially decorated face and some jolly event!

Recipes:

Unsurpassable Playdough

½ c. flour
½ c. salt
1 c. water
2 T. cr. of tarter
1 T. oil

Cook 2 minutes until it's dry and gummy. Knead. Cook more if it's too sticky. Add coloring if desired.

Soap Paint

Whip with an egg beater until stiff: 1½ cups soap-flakes and 1 c. warm water.

Fingerpaint

1 c. liquid starch
6 c. water
½ c. soap chips

Dissolve soap chips in water until they're not lumpy. Mix well with starch. Use on heavy paper with plenty of newspapers underneath.

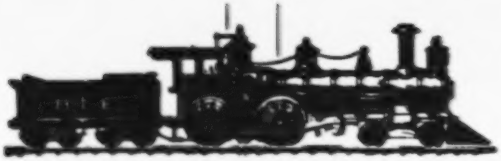
Toys Toys Toys

Everywhere, there is one more new, alluring, amazing toy which is elegantly packaged and is terrifically tempting, to many. There are also all sorts of fascinating objects in this world which can provide learning and enjoyment without being wrapped in colored cardboard and cellophane.

It is important, at this vulnerable time of life, as our children become direct consumers (saving allowances or spending grandma's birthday check for "anything I want") to do our best to instill a sense of good judgement and responsibility

Good toys:

Impressions begin with the packaging. Who is pictured? What values do they represent? What does the toy ask of the child? Be sure that your child's toys reflect and encourage positive values.



Good toys are challenging—they have an ability to be or do many different things. They are, at their best, starting points for expressing creativity and imagination, for encouraging involvement, and positive problem solving. It is important to take toys seriously and to carefully evaluate the playthings which fill our shelves.

Good toys can develop a sense of fairness between boys and girls, and create attitudes of equality and cooperation.

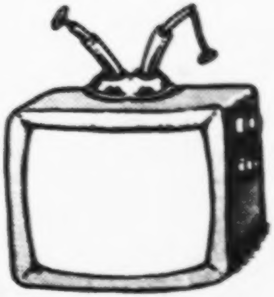
Toys are important tools for growing up. At their best they are safe and durable. They reflect and encourage what we value, enliven creativity and imagination, help develop skills ✱✱ ● and can build self-respect and also ✱ respect for others. Toys can cost alot of money. Good toys can also cost nearly nothing, when they are simply made, purchased second hand or created at home. Good toys don't give all the answers, but provide inviting space for growing and changing.

Surviving television

It is important to be wary of that alluring piece of furniture, which could fill our homes with noise, advice, news, suspense, drama, jokes, tragedies and temptations from morning until night.

There are, of course, many "good" television programs available - but it has also been argued that, by itself, the very best thing a television continues to teach is merely: How to watch T.V.

Watching is watching - and can never take the place of playing, imagining, inventing, running, interacting, building, climbing, or creating.



teaching discernment

Books Books Books Books

A challenge! A mystery! An adventure! An eager 5-year-old pours over the pages of some fine picture book, looking at the illustrations for clues about "what is happening in the text." Their eyes look over the print, perhaps finding familiar words or letters, or maybe seeing little more than a series of lines and shapes, dots and dashes. But the fascination is there, interest is sparked and kindled, as if by magic.

What magic is this which has captured children through the ages, and has managed to keep their curiosity satisfied? It is the magic of stories and books. It is the magic of reading. Reading – that impossible, wonderful, magical vehicle which can transport children from an adult-dominated world to a place which exists just for them. Through fantasy and fiction, as well as through scientific or historical books, the child begins an adventure which is theirs alone. With each turn of the page, each shift of the eyes, or even with the decision to close the book, our children are little magicians, creating new worlds, new ideas.

Since the time we parents learned to read, attitudes and approaches toward reading have changed and developed. In classrooms today, teachers may approach reading instruction in significantly different ways. Some teachers will talk of your child's reading readiness skills. Others will consider every child "ready" at some level. You will want your child to read as well as they can, to be prepared to meet challenges which the school will offer them. What can you do to help?

There are many things you can do. First, give your child lots of opportunities to see you reading, whether it is the comics from the newspaper, a card from grandpa, a recipe for chocolate chip cookies, a stop sign, or a name on an envelope. Help your child to notice that we live in a print-filled environment, and show your child that much of the print they see has meaning for them.

Read with your child. Aside from having a chance to be close, it has proven to be a valuable aid in learning to read. We have all had moments when we can't bear one more reading of our child's favorite book. Try to be patient. Try to remain enthusiastic. Through repetition, a child learns that a particular story sounds the same each time it is heard. It won't be long before it is discovered that specific letters make up certain words in the story, and your child may be able to read some of these words already.

A library card is one of the finest gifts you can give to your budding reader. You can fill out the forms together at the library. Plan regular trips. Let your child help keep track of the names and number of books taken out. Decorate and label a special box for library books, or keep them on a special shelf.

Help your child choose good books by becoming familiar with respected authors and illustrators. Be daring-trust your own impulses and rely on your special knowledge of your child's interests. Let your child choose some books without any help from you.

Remember that there is always more to be learned from books we have read more than once.

Book handling: By example, you show your children that books are for reading. Some are bound to be written in or torn, or worse. While you don't want to encourage these things, you also don't want your children to be afraid of books. In spite of disasters, keep your child's books accessible. A tattered, dog-eared book is usually a much loved book.

Books for Parents About Children's Books:

Arbuthnot, May Hill. *Children and Books*. 3rd ed Illinois: Scott Foresman and Co., 1964.

Bader, Barbara. *American Picturebooks*, Boston the Horn Book Inc., 1965.

American Library Association. Editorial Committee. *Basic Book Collection for Elementary grades*. A.L.A.

Egoff, Sheila, et. al. *Only Connect*. New York: Macmillan Company, 1969.

Haas, Carolyn Buhar, *The Big Book of Recipes for Fun*, CBH Publishing, Inc., Northfield, Illinois, 1980.

Haviland, Virginia. *Children and Literature: Views and Reviews*, Illinois: Scott Foresman and Company, 1973.

Trelease, Jim. *The Read Aloud Handbook*. Penguin Books, Ltd. 1982. This book includes a detailed guide to more than 300 great read-aloud books.

Sending my first child to kindergarten:

a short story

Ben had planned breakfast for the next morning: oatmeal, strawberries, and cream. We all got up plenty early to a beautiful, sunny welcome to such a feast and the very first day of school. Ben was beside himself with excitement. It wasn't until sometime near the end of oatmeal when he voiced for the first time a bit of hesitation. "Maybe I'm not quite ready to ride on a bus by myself..."

Everything in me wanted to brightly insist, "Of course you are!" At the same time I wanted to cry out, "Oh, you are absolutely right," gathering him up in my aching arms and sweep him and the little blue quilt off to the rocker by the window and just sit there for about two more years.

Much closer to the first option, we found a compromise somewhere in between, and within minutes, confidence was restored to all. We headed out the door to the back gate to wait for the bus. Many pictures taken, many hugs, last words, many sillinesses.

But when that longed-for, ominous, huge yellow bus came rattling down the road, everything became absolutely too very much. When the big door clanked open, little Ben Zeman's legs turned absolutely to rubber. The bus driver offered some encouraging, inviting words, but it was clear that this just wasn't the day, after all: "Try again tomorrow!" she said. The door closed, the kids waved, the bus disappeared in just as thrilling and terrifying a cloud as it had arrived. And the four of us stood quiet for minutes by ourselves.

* * *

After more hugs, which we all needed, we went inside and decided that the next move should be Ben's. It was minutes later that he said he'd really like to go if we could all drive up together. When we got there, the principal was waiting in the parking lot, quite by nice coincidence and couldn't have been more wonderful. She read his name tag, called him Ben, reached out to take his hand (which he gratefully grabbed) while hanging on to to mine. Mich and Joanna waited in the car while the three of us headed to Ben's door. On the way, she confided to Ben that she had butterflies in her tummy, too, and lots of other reassuring chatter!

When we were all but there, she simply looked across the little blonde head between us and said, "OK, Mama..." my cue to release. And with almost no struggle from either of us, Ben and I separated, and off he went... to kindergarten.

* * *

He rode the bus home at noon, and came down those steps gleaming, and bursting with stories and pride.

On day number two, we did bus rallies from the moment of getting up, through breakfast, and all the way to the gate. He was determined, but it was still hard.

That afternoon, I asked him how he felt after he'd gotten on the bus all by himself. "A little sad," he said.

"But also a little happy?" I asked.
"Yeh..." "Well me too," I said.

"Did you ever know you could feel sad
and happy at the very same time?"

And that's what it is.
Sad.
And happy.
And everything else.

holding on & letting go.

We gratefully acknowledge Mollie Reynolds and the Right to Read Early Childhood Interest Group whose vision created "A Parent's Gift."

More Miracles is that original booklet lovingly rewritten.

Credits:

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The concept of growing "out" was first developed in a book project called The First Big Step sponsored by the National School Publications Relations Association in 1969.

Information on the Who Am I? page was gathered from Jenkins' and Macdonald's Growing Up Equal: Activities and Resources for parents and teachers of young children, © 1979 pp. 13, 16 Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

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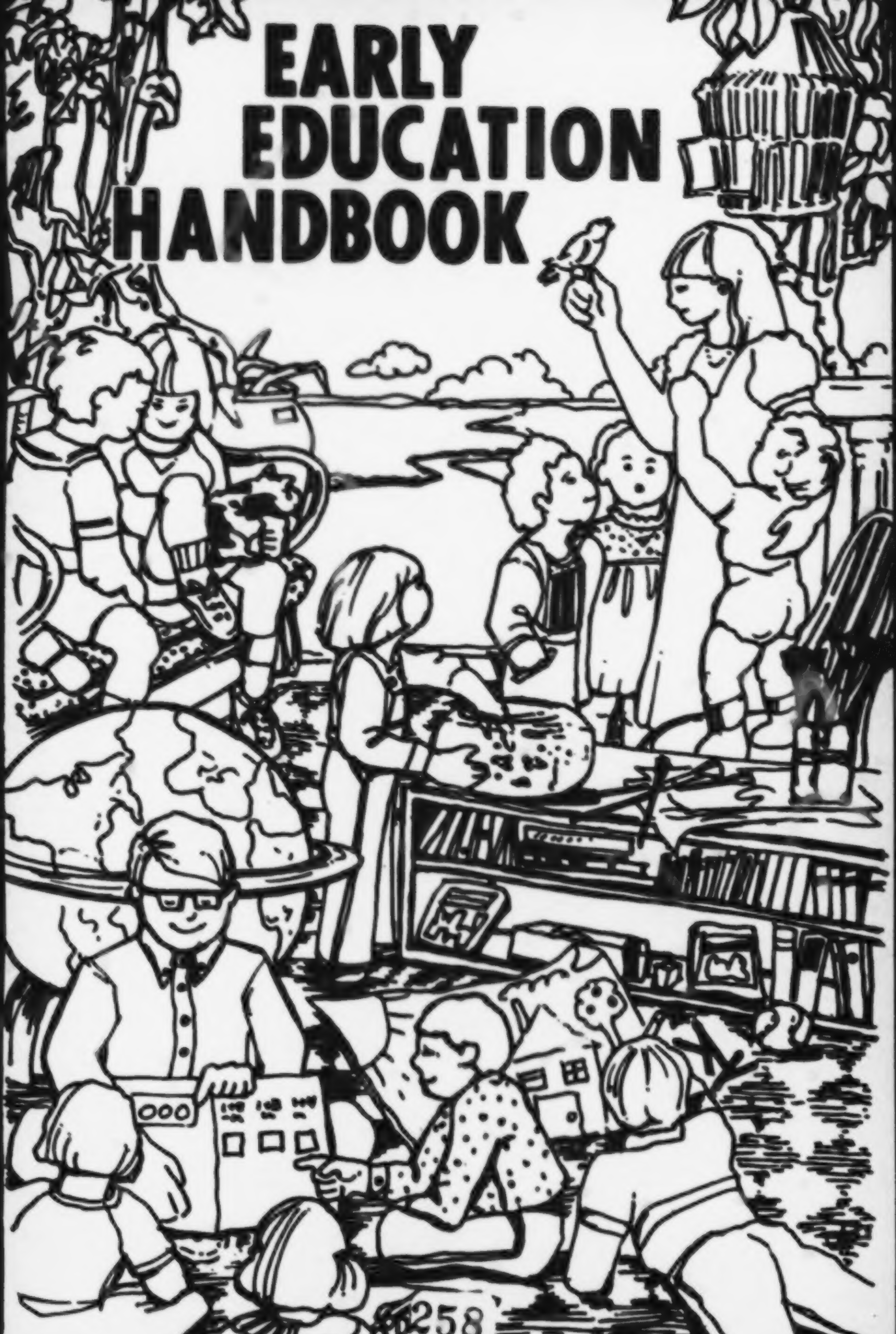
EARLY EDUCATION HANDBOOK



258

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HANDBOOK FOR IMPROVING EARLY EDUCATION

by James G. Lengel

ACKNOWLEDGEMENTS

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Most of the ideas, though, came from the school principals, teachers and child-care professionals who work every day with young children. Their examples and their arguments and their experience form the core of this initiative.

James G. Lengel, Director
Division of Basic Education
Vermont Department of Education

CONTENTS

Acknowledgements *ii*
Foreword *iv*

INTRODUCTION 1
The Goals of Early Education 1
Guiding Principles 2

COMPONENTS OF EARLY EDUCATION 5
The Role of Kindergarten 5
Enriching the Primary Curriculum 7
- Language Arts 8
- Mathematics 10
- Science 13
- The Arts 16
- Social Studies 16
- Health 18

Organizing Schools for Child Development 19
- High Expectations 20
- School Leadership 20
- Environment and Equipment 21
- Adults and Small Groups 23
- Flextime 24

Developmental Care for Three and Four Year Olds 26
The Role of Parents 30

STEPS FOR COMMUNITY ACTION 34
Self Assessment 34
Identify Improvement Projects 39
Gather Resources 40
Implement Projects 41
Re-Assess Progress 42

APPENDICES

Self-Assessment Instruments
Compendium of Research Results
Names and Addresses of Projects and Resources

FOREWORD

Every young Vermonter deserves the chance to begin elementary school with a firm foundation and a running start. This handbook will help communities find new ways to give both of these to every child. I applaud the efforts of those Vermont towns already doing this work, and encourage others to begin undertaking it. From all that we know, early education has a lasting, positive impact on the lives of children as they proceed through school and after they leave school for work and adult life.

Stephen S. Kaagan
Commissioner
Vermont Department of Education

INTRODUCTION

Vermonters have developed a lively interest in the education of young children. All over the state, parents, communities, schools and child-care workers are confident that we can do better by our young people, that we can improve their lives and their later education if we do well by them in their early years. This optimism, fueled by encouraging results from research and by successful programs in Vermont, has caused us to look closely at what happens to Vermonters between age three and grade three.

Many communities, and the State as a whole, are on the verge of making major investments in young children's education. The State Department of Education offers this *Handbook* as a guide and source of ideas that might shape the nature of those investments.

THE GOALS OF EARLY EDUCATION

The talents and resources of Vermont parents, schools, and child-care providers can be combined to improve the quality of what children know, what they can do, and how they relate to others. Children from age three to grade three have enormous potential that has not yet been realized.

We are not speaking here of the forced learning of narrow academic skills or the mindless acceleration of intellectual development. The goal is to foster a healthy cognitive and social development that will lead to improved performance throughout each child's school career. The intention is to guarantee a fulfilling life experience in these years for every Vermonter, with the expectation that later learning can be built more strongly on a firm foundation.

Equal opportunity is an important part of this initiative. While many families and communities in the state provide a wealth of educational activities for young people, many others do not. Some children grow up in environments which stimulate development and learning; others arrive at the schoolhouse door with only minimal preparation. We have an obligation in Vermont to reduce this inequity. We must do all we can to see that each child's chances to learn are equal. We must encourage more of our families and communities to provide for the full development and success of all of their children.

This handbook describes some of the ways that families, schools, and child-care centers can work together to achieve these goals. The initiative is aimed at all children; Vermonters should increase their expectations for all learners, by planning carefully for instruction and developmental experience, and by providing the extra resources that are necessary in homes, child-care centers, and schools. If each young

Vermonter becomes as competent as possible, then the performance of all students will be markedly improved.

Vermont has chosen the span from age three to grade three for several reasons. This is the time of an important developmental spurt. Piaget calls it the onset of concrete-operational thought; others have called it the "five-to-seven shift". During this growth period, language develops geometrically; social competence, especially with peers, grows by leaps and bounds; and natural curiosity about the world is at its crest. The child is ripe for thinking and developing.

It's also the time when extra attention and additional resources can have the most remarkable and lasting effect Recent research results, collected after 20 years of study, show that high-quality, developmental experiences during the age three to grade three years have a positive effect that lasts well into high school. Children whose environment is enriched during these years end up needing less special education in school, are most likely to hold a steady job as adults and less likely to become juvenile delinquents. Follow-up studies in Vermont and other states have proven the power of quality early education.

Right now in Vermont, we're not devoting to this age span its fair share of public resources. While we spend more than $2600 per pupil for a year of school in grades 10-12, we spend less than $1900 for a year of kindergarten, first, second or third grade. And the resources devoted to three and four year olds are less even than that. It would not be unfair to build up the amount spent in the early years, to at least equal that which is spent later.

On top of these expenditures in the later years, we spend in Vermont almost $30 million each year for special and compensatory education. Much of this is for services to children who experience a less-than-adequate education in the early years, and who need special, expensive remedial help later. A fully developmental experience from age three to grade three, for every child, could serve to reduce the need for remedial help.

GUIDING PRINCIPLES

Vermont's Early Education Initiative calls for higher expectations, improved environments, and increased performance on the part of all of our young people. Its goals are set above the norm. It looks for substantial and qualitative changes in the way we educate our children from age three to grade three.

As we work toward these changes and these increases, we must adhere to certain principles of child development and quality-of-life that are at the core of Vermont's educational philosophy. The components of this initiative are built upon a respect for the role of the family and of the child's developmental needs that must not be violated. We do not propose achievement-at-any-cost; gains in student performance should be built only through means and methods that adhere to these principles.

The first and foremost among the guiding principles of this Initiative is the central role of parents and of the family in a child's education. Recent research, centuries of tradition, and common sense all point to the parents as the chief determinant of a child's performance, in school or elsewhere. All of the improvements to early education that are suggested in this handbook require a more active role to be played by parents in the education of their children.

Parents help to form a child's basic attitude toward school and education in general. This attitude is built early; a positive feeling about learning begins during infancy and toddlerhood and develops through the preschool years. Parents can help their children develop a positive attitude by their own example and by the things they talk about with their children. When a child enters kindergarten and the primary grades, she or he will have that positive attitude as a factor working toward school success. Beyond this, the parent's involvement in the school is important to early learning. Knowing what the curriculum is, communicating regularly with the teacher, following up at home with skills learned in school: all are essential tasks for the parent of a primary-school child.

The parent's role is more direct and more central during ages three and four, when education is informal and not fixed in time and place. The parents who turn these pre-school years into a myriad of opportunities for learning will be performing a life-long benefit to their child. Many Vermont parents choose a setting outside of the home for child care and education during these years. They must ensure that these settings will stimulate growth and development, and work closely with the adults in charge to see that this is the case. But we must remember that most of the education of most of Vermont's 3 and 4 year olds will be done by parents, and each parent must take this role seriously.

A second principle that has guided Vermont in its efforts to improve early education is based on what we know of child development. The last 30 years has seen a resurgence of sensitive, well-thought out study of how children develop and learn during these years. Led by the work of Jean Piaget and others, and tempered with common sense, this child-development orientation is at the center of Vermont's work in early education.

A developmental perspective looks at the child as a single organism, whose parts and aspects are related to one another in a structured whole. It recognizes that the child's transactions with the environment are the source of growth and development; that there are patterns of growth that are common to all children; and that adults and other children play an important role in shaping the nature of growth. With Piaget, we realize that the simple acceleration of development, without strong and extensive depth at each stage, is not a goal to be sought after. We also realize that certain conditions are necessary for optimum development, and that just about all Vermont youngsters could profit — some much more than others — from a richer, more active environment during the years from age three to grade three. The good development that we promote goes in both horizontal and vertical directions; and it includes all aspects of the child's being: cognitive, social, emotional, and physical.

Guiding principle number three concerns *who* is responsible for a child's education during these years. As we described earlier, the parents and the family are responsible throughout the age span, and in all areas of learning. They are the constant factor that flows behind all of the settings and mechanisms for education.

Schools and communities have a role as well. It is at the community level that changes must be made and leadership must emerge for this Initiative. Parents, child-care specialists, school board members and others interested in the welfare of young people must join hands at the town or village level to take on the task of making the changes called for in this handbook. Only if parents, child-care people, and school people share common expectations for children, and ensure that the ways they work with children are congruent and continuous, will we realize the kinds of improvements we desire. Neither the school, nor the child-care center, nor the parent can assume unilateral responsibility for young children nor for this project. All must join in it together.

COMPONENTS OF EARLY EDUCATION:

THE ROLE OF KINDERGARTEN

Kindergarten is an important part of a child's educational career. It serves as a bridge between the informal education that happens in the home or child-care center, and the formal learning that occurs in school. Every Vermont youngster deserves a year of kindergarten as part of the publicly-supported elementary education program.

Today, most of Vermont's five-year-olds participate in public kindergarten. But 22% have no such opportunity. It is the intent of this Initiative and of the Department of Education to bring public kindergarten to 100% of our children.

During the last 20 years, kindergarten has become a regular and accepted component of elementary education. All over the country, school curriculum, textbooks, and expectations for students are built upon the assumption that students will experience a year of kindergarten. Nationally published first-grade readers and math texts require students to have mastered certain basic concepts that are usually taught in kindergarten.

Vermont was once a leader in providing public kindergarten; we are now well behind the nation on this score. Our children, who will compete for jobs and achievement nationally, are at a disadvantage. Among the 22% who do not have public kindergarten available are many who cannot afford to attend private kindergartens. This makes their educational opportunity unequal, at a time in their lives when they most need a "head start." Each Vermont community without kindergarten must, as a first step toward improving early education, establish it.

Those communities that already provide kindergarten should examine the nature of their program and make some improvements. We know more about children's developmental needs and possibilities at age five than we ever have before and we should take advantage of that knowledge.

We know that children enter the kindergarten year with vastly differing levels of intellectual and social development. The activities in the classroom must therefore respond to these differences, and provide each student the opportunity to move forward. Some will be advanced, ready and able to read from books; others will still need to master basic speaking and listening skills; all will need extensive social interaction with their peers. Effective kindergartens handle these varying needs well.

Kindergarten should not be simply an earlier start on the first grade curriculum. Five year olds should not be spending considerable amounts of time at desks with workbooks and ditto sheets. Their learning and development at this age — regardless of their achievement level — must come through concrete experience and an immersion in oral language. Physical and social development should have at least as large a place as cognitive work during kindergarten, and we must remember, with Piaget and others, that *play* is the child's chief mode of learning at this age.

But random, unconsidered play does not a kindergarten make. The role of the teacher and the other adults is crucial. Activities for the children must be planned and set up so as to provide developmental experience: events that stimulate thinking, talking, and social interaction in specific ways. Adults must know the purpose of each activity, and talk to and direct the children so that each event becomes an opportunity for learning. And the kindergarten classroom environment must reflect the children's needs for work with manipulable concrete objects and small-group social interaction.

Kindergarten is provided in Vermont in a variety of ways. In many communities, the traditional half-day session in a school classroom is the mode of delivery. Other towns have chosen to implement a full-day kindergarten program. While most keep kindergarteners in a separate classroom, several have found it valuable to integrate the 5-year olds into a K-1 or primary-unit form of organization. Weybridge, Charlotte, Sheffield-Wheelock, and several other districts have adopted such a system. A high-quality program can be delivered in any of these varied settings.

Many of the Vermont communities without kindergarten are so small, or their schools so crowded, that the traditional kindergarten classroom would be difficult to establish. In recent years, several of these towns have designed new approaches to providing kindergartens that meet all of the requirements of law but are more flexible in form. Kindergarten can be provided off-site, in a place other than the school. Or, if the number of students per grade is small, kindergarteners can be integrated into a primary unit, using already existing staff and facilities. The State Department of Education is prepared to assist local school officials to design and carry out such alternative approaches.

Kindergarten is an important year for learning. It is essential to the success of Vermont's Early Education Initiative.

ENRICHING THE PRIMARY CURRICULUM

The curriculum in grades one, two, and three should shift its emphasis so that it focuses on three concepts: higher expectations; concept learning; and an orientation to child development.

First and foremost, teachers and parents must expect more of children in the primary years. Not more mastery of narrow academic skills, but an increased understanding of the concepts that are important to further learning. As the readiness skills of children improve as a result of careful attention in the preschool years, we can expect better performance in the primary grades. Less time will need to be spent at this level in remedial or compensatory work; more resources can be devoted to in-depth, small-group work in all areas of study. The goals that are set forth in the areas that follow cannot be reached unless all of us — parents, teachers, school officials — have higher expectations for all children.

Second, the primary curriculum must move away from an emphasis on the role learning of a small set of academic skills, and toward a deep mastery of essential concepts in several fields. From work in child development research, and from successful practices in many Vermont schools, we know that there are certain concepts and attitudes that are essential to a child's development and necessary to proper learning in the future. In mathematics, for instance, more attention and time needs to be spent developing a strong foundation in the concepts of classification, measurement, logic, and geometry. Not only is this important to understand the higher mathematics in later years; it is also more in tune with the child's developmental needs. The primary curriculum in all areas should focus on the development of deep understanding and meaning, and on the integration of all of the separate subjects into a few basic concepts.

Finally, whatever children experience in the primary curriculum should fit well with what we know of their developing minds and bodies. There is no doubt, for instance, that children at this age learn through actual experience with concrete objects, materials, and people; the school curriculum should reflect this fact. And we also know that the child's *physical* development — coordination, fine-motor, gross-motor skills, fitness — is intertwined with cognitive and social development; the school day should reflect this fact as well. Similarly, we know that using *language* intensively is essential to proper development in these years; our primary classrooms should therefore exhibit a celebration of talking, listening, reading, and writing.

We know too that a child is searching for meaning in these years — trying to make sense of what he or she sees, hears, and thinks. The curriculum should foster this search, and take it as far and as deep as it can go. The following sections on six subject areas will serve to illustrate how this kind of developmental learning can occur in the primary grades. As you read this section, please realize that the child's mind is not separated into parts, one for math, one for science, one for the arts, and so forth. It is a *structure d'ensemble,* and integrated whole. The primary curriculum should reflect this fact as well.

Language Arts

Language is the most powerful tool that the growing child will ever have. The aim of the language arts curriculum in the primary years should be to expand and refine the sharpness of language as a tool for thinking, understanding and communicating.

The goal of instruction in these years is first to develop children who can speak their minds, who can use oral language to express their desires, their ideas, and their feelings. Speaking, and its complement listening, develop rapidly in the years before school begins, and we often assume that schools should focus less on oral language than on reading and writing. But we know from decades of child study that speaking and listening remain during the primary grades the child's chief means of communicating and reasoning. In its rush to develop reading and writing skills, the school curriculum often ignores oral language; this mistake often erodes the oral foundation on which the other language arts will rest.

This focus on oral language calls for higher expectations on the part of teachers and parents for children's speaking and listening skills. We must not be content with half-formed sentences or an inability to listen to and follow directions — all of those who work with children should consider spoken and heard language skills to be worthy of our attention and the focus of instruction in the primary grades. Without clear speaking and active listening, the child will not have the language foundations necessary to enjoyable reading and meaningful writing.

Speaking and listening are best learned and developed through real and meaningful experiences. The most efficient learning of these skills comes from repeated practice, where the child speaks about things that are important to him or her, and listens to words that express powerful and moving ideas. Interactions with adults alone are not sufficient; daily, intensive language experience with other children is absolutely essential to the learning of oral language. These kinds of experiences must take place in the school, as part of the language arts curriculum.

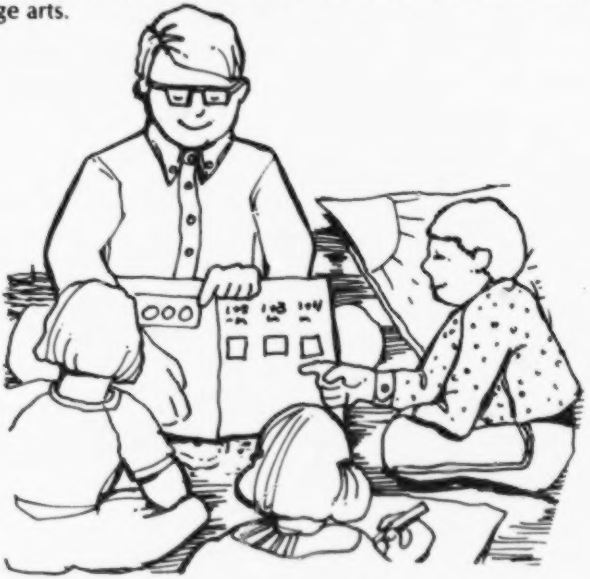
Many schools in Vermont have found success through a strong focus on oral language. At the Brookfield Elementary School, students in grades one through three participate in an intensive language practice program called B.E.L.T. (Brookfield Elementary Language Training Program). A period is set aside every day when all students focus on language acquisition at the same time. Through the development of a series of themes, students are encouraged to express themselves orally through the use of complete sentences and extended vocabulary. This has improved results in reading, writing and oral communication.

A second goal of the language arts curriculum in the primary grades is to develop children who enjoy and employ reading and writing. As in oral language, the child's reading and writing should concern ideas and things that are important to him. Words with power and emotion should form the core of beginning reading and writing; children should talk about what they're reading and listen to other children's reading. It is imperative that the material they are reading at this age be meaningful to them, loaded with ideas and concepts that are worth reading and thinking about. The desired result of the primary reading and writing program should be children who read for pleasure several hours a week on their own; who can use reading to get information as they need it; who can express ideas to other children through writing; who can read another child's writing and talk about the ideas expressed.

In order to reach this goal, our schools must display a climate and an environment that provokes reading and writing. Literature for children, full of meaning and emotion, must be the subject of the books on the shelves, and there should be lots of them. Children and adults should take time to read, at school *and* at home. The hours devoted to the language arts curriculum should not be loaded with skill work and ditto papers. Instead, it should be spent in intensive reading-for-meaning, in writing-for-communication, and in combining these with oral language.

Many of our schools in Vermont have developed this kind of language arts environment. Phyllis Arata-Meyers' kindergarten classroom at the Woodstock Elementary School involves her students in reading, writing, chanting, song-writing and dramatics through the "shared book experience." Throughout the room, students can be found in clusters reciting "big books," writing plays, participating in storytelling, and even writing music and songs. Third graders at Cornwall and Williamstown write back and forth as pen pals and have the opportunity to visit each other once a year. Books, reading and writing *can* become a regular and enjoyed part of young childrens' lives.

Vermont schools will need the services of more caring adults in the primary classrooms if they are to implement these kinds of language arts programs. Students whose speaking skill is underdeveloped will need intensive practice talking and listening with other children in a group of three or four led by an adult. Small groups of children must talk about their reading with their peers, again with adult guidance. Writing must be shared and talked about if it is to be seen as a powerful vehicle for communication. A single teacher alone with 20 or 25 or more students cannot provide enough of this kind of small group work. Volunteers, aides, parents, must be brought into our primary classrooms to assist the teachers in this kind of curriculum in the language arts.



Mathematics

Children should leave the primary grades with a strong grasp of the principles and concepts that are essential to later learning in mathematics. They should also possess the skills and the willingness to use math to solve real-world problems. Many of our schools use the first three grades to teach and practice number-computation skills, while ignoring the basic concepts and problem-solving capabilities of mathematics. This Initiative calls for a focus on the conceptual basis of mathematics, a focus that is more in tune with the child's developmental needs and which sets a sturdy foundation for later learning.

Several decades of study in child development and in the nature of the human brain have shown us that the most efficient and enjoyable way for your children to learn the essentials of mathematics is through the manipulation of concrete objects. We have found that there are certain math concepts that each child "invents" during these years; and that this invention occurs through repeated experience with objects and materials, and later with symbols. The idea, for instance, that a number-symbol (such as "6") represents a quantity of objects (such as) is not immediately obvious to a six-year-old child; this concept must be developed through repeated interaction with groups of six objects. Similarly, the concept of place-value is best learned through the trading and manipulation of objects that represent numbers.

The other concepts essential to math must also be learned during these years. Children must learn to *classify* things by various criteria, to put them in groups according to color, size, shape, loudness, etc.; also to put things in *serial order* according to different schemes (first to last, largest to smallest, darkest to lightest, etc.). They must be introduced to the concept of *measurement*, not by memorizing inches, feet, and centimeters, but by using a variety of standards to measure distance, time, and weight. The *geometry* of the world around our children must be an important part of the math curriculum: size, shape, direction, surface, balance, etc. are all easily learned through experimentation and observation with real things.

All of us who work with children must expect a deeper understanding of these concepts in primary-grade children. We must use the opportunities that occur naturally with children — play, walks in the street, cooking and cleaning — to discuss math concepts that show up in the real world. We must expect children to practice applying these concepts until they have mastered them.

Children are by their very nature drawn to explore and learn these concepts. The school curriculum should build upon this natural curiosity and provide a set of structured experiences — many of them play-like — that will lead to deep learning of the ideas, in a variety of modes. Concepts of classification, for instance, are learned only by classifying a wide variety of items by a myriad of different schemes, over and over. Skills in measurement and estimation develop best through a similar process of repeated application.

The school must assess each child's mastery of these skills with at least as much careful attention as it pays to the mastery of addition and subtraction skills. Testing programs and teachers' work with students must focus a large proportion of their energies on the learning of essential math concepts.

The primary classroom environment should celebrate mathematics. Objects and materials for the exploration and practice with math concepts should be in evidence in the classroom. Some of these are specially-prepared objects like Cuisenaire Rods or Attribute Blocks or scales, but most are "natural" or everyday items like water, sand, macaroni, popsicle sticks, and poker chips. Each child each day should engage in both structured and unstructured experiences with these materials as a regular part of the math curriculum.

Children should use math constantly, and display their work in the classroom. Graphs, charts, tables, measurements, and shape-drawings that represent the solving of real problems should greet the classroom visitor. Students should be asked constantly to explain and summarize their work in conceptual math, both to adults and to their peers. It is by explaining a concept to another that the child consolidates his or her understanding.

Many of these activities are best done as small-group (three or four students) projects. This calls for additional adults in the classroom to assist the teacher and to assure that *each* child can explain the concept at hand and can perform the essential manipulation of objects. It also calls for all Vermonters who work with young children to have a grasp of how these math concepts develop in children's minds.

Vermont educators can look to several of their colleagues around the state who are leaders in implementing a developmental math program. Students at the Putney Central School learn how to categorize and sort according to various attributes, using things like colored pieces of macaroni, M & M's, beads, and many other common objects. Real graphs are built on the floor from things like samples of everyone's favorite fruit. These activities, part of a carefully structured program called "Math Their Way," are enthusiastically used by teacher Wilsene Grout. She and Nancy Brooks, a teacher at the Academy School in West Brattleboro, are part of the Department's Resource Agent Program and have given many workshops throughout the state.

The result of this re-focused mathematics curriculum is a student who can classify objects in the real world by several criteria at once; who can explain the fundamentals of geometry as they occur in the world around her; who can estimate and measure objects and distances by several different means; who can explain the meaning of number symbols such as "3527", "875", and "2.5"; and who can add, subtract, and multiply numbers less than 10. They also exhibit a curious attitude toward the mathematical relationships between things, and use math to figure out problems that confront them.

These results will occur only if attention is paid to the development of the fundamental math concepts described above, if every child is assessed as to their mastery, and concrete experiences form the core of the primary math curriculum.

Science

Of all the subjects, science presents the best opportunity to match the school curriculum with the child's natural modes of learning. Young Vermonters arrive at the primary-school door with an immense curiosity about the natural and physical world, coupled with a readiness to explore and experiment. The science program should build upon these natural tendencies, turning them toward the learning of concepts that are essential to further work in the sciences.

Our schools are not making the most of this opportunity. The amount of time and energy devoted to primary-grade science has fallen in the last 20 years. Few teachers of young children harbor strong interests or training in the sciences. Scientific experimentation and exploration is not a planned and regular part of most young Vermonters' early education.

First, we need to have higher expectations for what our schools will offer in science and for what the children are able to learn. Science must change from an extra-curricular activity in the early grades to a central part of the curriculum. In fact, science offers a fine opportunity to integrate all of the subjects — math, language, social development — into a single enterprise for the children. And we must take seriously the science skills that children learn in these grades. They must be introduced, practiced, and tested just as often and just as closely as skills in math or reading. There is a body of science knowledge — a set of skills and concepts — that each student should master before going on to the middle grades.

Second, our teaching must focus on meaning in science, on ideas and conclusions that the children can invent for themselves and that are important for them. The central concepts of science, such as cause and effect, ecological cycles, energy, predictability, time and motion, must all be introduced in their most elementary forms in the early grades. It turns out that these very concepts are the ones that are most on the minds of 6, 7, and 8 year olds. They are, at this stage in their mental development, collecting a store of knowledge based on their concrete experiences with the world, on what they touch, feel, see, and manipulate. The school program should carefully channel and nurture this building of knowledge, providing the child with materials, settings, and assignments that will cause new and important concepts to be discovered.

The heightened awareness of science is well within the reach of Vermont schools. In Lincoln, for example, the primary grade students are involved in a variety of activities related to the weather. Data are collected and maintained by the students on the temperature, cloud cover and rainfall, including frequent checks on the acidity of the rainfall by using simple pH indicators. Students practice on "mystery liquids" to improve their skills in testing and reasoning. These data are then used to produce graphs, charts and pictures, and later to predict the weather, develop inferences on streamflow, predict the incidence of colds among students, estimate school attendance, and discuss other weather-related phenomena. Measurement, physics, biology, and social issues are all involved in this science unit at Lincoln.

A third component of the enriched science curriculum concerns the learning of skills. Intelligence grows only from the application of skills to the student's environment. Science instruction should develop the skills of close observation, careful measurement, prediction, making inferences, and drawing conclusions. It is important to remember that these can be developed only through practice with real things in concrete situations. Students must actually observe an experiment, or actively measure an object; their inferring and conclusion-making must be based on immediate experience. And the skills must be practiced over and over, with a wide variety of materials, in many different contexts. They cannot be taught once and mastered.

The subjects for science study need not be complex or esoteric at this age. The natural world, the weather, common liquids and solids, animals and plants, and the children themselves are the best content for primary science. But the work that the students do on these topics must be carefully planned out and professionally monitored. Scientific exploration is very close to play for the young child; the teacher must meld the methods and spirit of play with the careful intellectuality of science.

Regular experiences in the early years, all aimed toward skill development, are necessary preparation for later coursework in science. Many students today lose their natural interest in science during the elementary years, in large measure because of the slim treatment of this subject in the schools. Proper preparation for our children requires regular, planned and structured science study. This course of study, properly carried out, serves as well to nurture the developmental needs of this age.

Students at the Stowe Elementary School presently benefit from an enriched science program. In the primary grade program, *Science, A Process Approach* (SAPA) provides regular, structured science lessons. Particular emphasis is placed on the development of basic science skills, with students being given many opportunities to perform the same sorts of actions as scientists do. Skills of observation, measuring, using space-time relationships, classifying, inferring and predicting provide the base for more complicated and integrated skills of controlling variables, interpreting data, hypothesizing and experimenting, as students improve their thinking abilities.

Each school must offer to its early-graders a place and a set of materials for the learning of science. Science cannot be learned at a desk from a textbook, especially at this age. Objects, equipment, work areas, small-group stations, tools for measuring and experimenting should be available to every Vermonter. The Science Materials Checklist in the Appendix to this handbook outlines some of the more necessary types of materials for primary science.

Accompanying these things must be a teaching staff that is interested in and prepared to teach science. Many schools will find it wise to develop one of the primary teachers into a specialist in science, who can take some leadership and responsibility for the science program, and assist the other teachers to implement it. Training for teachers should recognize that children at this age do not STUDY science; they DO it.

The Arts

Humans have for centuries used the arts to express their ideas and feelings and to communicate culture to the next generation. Music, drawing, dance, theatre and painting are among the most powerful means of presenting ideas and influencing thought. The arts combine intellectual exercise and appeal with creative and intuitive methods. As such, they belong in the primary curriculum.

Both the expressive and receptive functions of the arts must be practiced by our young children. Children should learn to communicate ideas and feelings through their movement, their drawing, their singing, and their painting. To truly communicate, their arts products must be displayed or performed for others, and reacted to by an audience.

We should also impress children with the arts: show and explain paintings to them; take them to live performances; listen and respond to music with them. This must all be a carefully planned and structured part of the curriculum for every child in the first three grades.

There are certain essential principles in the arts — basic skills — that children need to master in these years. The role of color; the elements of design; the types of art forms; all can and should be mastered by each student.

The arts have some spin-off benefits as well. They can help enliven other subjects, especially history and literature. They provide opportunities for meaningful practice of speaking, listening, and writing skills. Through the arts, geometric and spatial concepts important to science and math can be presented and manipulated. In fact, music was considered by the Greeks to be a branch of mathematics!

Vermont is blessed with a variety of resources to help us teach the arts to young children. Museums, working artists, and performers who are glad to come to school, make it easy for communities to establish a strong and vital arts program in the school.

The arts are not an extra, nor should they be seen as a recreational pursuit in school. They should be included for their intellectual and communicative content, and be pursued with the same energy and planning that we put behind reading and math.

Social Studies

Social studies instruction is essential to the development of the reasoning and social skills necessary for children to make sense of the world around them and to participate as a member of society. An early foundation in applying problem-solving and critical thinking skills to social issues is necessary for later understanding the principles of democratic government and appreciating the lessons of history.

According to a recent study by the National Science Foundation, social studies instruction time has fallen to 20 minutes per day in the primary grades. At the same time, the entire primary curriculum has, in many schools, lost its ability to integrate learning among the various subjects. Social studies — which can use all disciplines in its lessons — can help develop an integrated approach that benefits the total experience of the child.

Instruction in social studies is necessary for children to develop skills that can be applied to the complex world they will face when they grow up. Skills in reading, interpreting maps and globes, understanding time and chronology, problem-solving and critical thinking, are all taught best by the social studies.

In addition, the development of social skills in young children is necessary for later participation in society. These skills help young children learn who they are, what they can do, and how they can relate to others by communicating, sharing, and cooperating.

These skills are best taught by identifying social studies concepts and relating them to the natural interests of the child. For example, at many Vermont schools, children are exposed to the concept of *change* at an early age — a new building is erected on what was once a pasture; shoes that once fit don't fit anymore; or a playmate moves away and emotional adjustments must be reconciled. Instruction focuses on such situations that children meet in the real world, with encouragement and questions that help them investigate the concept. *Change* is but one concept that is important for a child's understanding.

Asking questions is important in social studies. Children's study of change, for instance, can be furthered as the teacher uses *questions* appropriate to the circumstances and the child's level of development:

— Is something different?
— What is changing?
— What caused the change?
— How much do we pay for this change?
— Is the change worth the cost?

In one first grade classroom, children learned about change in their town by listening to changes in sounds; describing how the town is like or unlike other towns they know; identifying the causes of changes in the town; evaluating the good and/or bad effect on the town; and estimating the speed of the change. Teachers used a ten minute field trip, a taping of sounds, an examination of the differences and similarities of two towns in pictures, and a project on changes in various objects students brought to class.

Social studies should be taught with an emphasis on group activity.

The content should be designed to present child-appropriate issues, drawn from local, national, and international history and current events. Students should actively participate in social studies on a regular basis with a defined curriculum that is coordinated from one grade level to another. Students should be presented with activities that encourage the discussion of history and current events in small groups of three or four children. Teachers should help students to understand various points of view on an issue, and to state reasons for their decisions. Social studies should offer opportunities for young children to put themselves in someone else's shoes — especially when that someone else is from a different time, place, or culture. Social studies should be the foundation for preparing Vermont's future citizens for participation in a world that demands the ability to solve problems in a social context.

The social studies demand and offer creative teaching and the bringing together of many subject areas. They can serve as a wonderful opportunity for the teacher in the early grades to make active and meaningful learning a part of each day's school work. Social studies can also serve as the link between the cognitive, the social, and the emotional aspects of the child — all three can be united in a single lesson. This initiative has no narrow prescriptions for the content or scope of the social studies; but it relies on them to pull the curriculum together.

Health

The study of health gives students throughout their development a unique opportunity to apply many of the things they learn to their own behavior. The health education program introduces the concepts and skills that enable young people to understand and maintain healthy bodies and healthy minds.

We need to be more aware of the learning opportunities in the early grades. Much health education can take place by explaining to children *why* we do certain things, *what* that means for their health, and *how* they can learn them. We can use time purposefully by turning waiting time and recess into fitness breaks; snack time can become nutrition education; and taking turns in class activities can help students learn appropriate social behavior.

To prepare young people for a lifetime of healthy behavior, the health education program consists of three equally important parts:

The first part contains *information* about the children themselves: what they are, how they function, how they feel about themselves and about others. There is also information about family life, nutrition, fitness, safety and the numerous health hazards to be found in our society. Students need accurate information about the consequences of "misuse" and "abuse" in relation to their bodies and to their minds.

The second part of the health education program examines *attitudes and beliefs* about health behavior. How and why do people do certain things, and how do we feel about them? What are current health-related issues and why are they issues? Why do people feel differently about themselves, their families, the food they eat and the things they do? Children should understand and accept the fact that they are unique individuals who have many things in common with their peers.

The third part of the health curriculum provides the children with the skills necessary to apply the information and attitudes they've learned to an understanding of the *consequences of their own health behavior.* Children can learn that plenty of sleep and a morning meal, for instance, provide for feeling good and learning better without being exhausted before lunch time.

Health education should take place everywhere in the school: the classrooms, the cafeteria, the gymnasium, the playground. If the program is planned properly, and the concepts understood by parents, teachers and staff, then health education can become the application or the natural extension of everything children learn, to their own health. Children of all ages should have the opportunity to understand their own growth and development and should be given the skills to practice health decisions.

The results of this program are beneficial to the student as well as to society as a whole. As there is no separation of the child's cognitive and affective aspects, so there is no separation, in this initiative, of the physical and mental needs of the child. Health education in the early grades helps to strengthen this connection.

ORGANIZING SCHOOLS FOR CHILD DEVELOPMENT

We have learned much about child development. This knowledge has not yet completely penetrated our public schools in Vermont.

Schools should be organized in such a way as to promote child development and allow the curriculum described above to be carried on.

Schools should look carefully at several aspects of their organization. Are their *expectations* for children consistently high and coordinated with parents? Is there firm and visible *leadership* for the school's program? Is the school *environment* conducive to learning — does it include necessary materials and equipment? Are there enough *caring adults* involved with students' learning? Is the child's progress based on *flexible learning patterns* or on the dictates of the calendar? All of these must be considered as the community works to improve its school.

High Expectations

High expectations are vital. Schools must receive children with the attitude that all children can learn all of the elements of the primary curriculum. Some will need more time to do it; others will need different teaching methods; but none are incapable of learning deeply and learning well. All of the teachers and school staff must share this attitude, and so must the parents and the school board. Children will rise to meet higher expectations, so long as they are based on a rational understanding of child development. Children are capable, at this age, of learning and understanding much more than we think they can.

Our expectations, however, cannot be unreasonable, nor should they be out of sync with what we know of child development. High expectations for children of this age does *not* mean pressure to complete trivial paper and pencil tasks in short periods of time. It *does* mean expecting every child to learn to speak clearly, to explain the concepts he's learning, and to work at a task until it's complete. And the level of our expectations should not vary according to the child's family background or income level or future life plans. We must expect the best of everyone.

We will not, however, be able to maintain these high expectations without changes in school organization. This initiative calls for stronger school leadership, a richer environment in the classroom, more caring adults in the school, and a more flexible system for students' progress through the curriculum. These are all necessary to meeting the high standards we set for our children.

School Leadership

Effective schools, in Vermont and elsewhere, have strong principals who set the tone for the school and lead the staff on to improved learning. It is the principal who sees to it that curriculum programs are implemented, who prods the staff on to more effective teaching, who makes explicit to all the goals and purposes of the school. The principal takes responsibility for the quality of its program and the success of its graduates.

For schools to make the improvements called for in this initiative, the principal must be clearly identified, comfortably saddled, and freed from other duties so he or she can act as leader. Even very small schools with a handful of teachers will profit from the development of clear leadership within the ranks.

The list of an effective principal's duties is almost without end. But a few are especially important to the Early Education Initiative. The principal . . .

- supervises the instructional program in all subject areas, ensuring that it is implemented in letter and in spirit;
- nurtures, develops, and evaluates the school staff;
- coordinates the curriculum between and among teachers, and with parents and receiving schools;
- oversees the revision of the school's curriculum as it becomes necessary;
- communicates the school's goals and purposes to students, parents, the board, and the public;
- ensures an orderly, clean, safe, and attractive environment;
- sees to it that the staff has the material and moral support it needs to do its job.

Without these duties being effectively accomplished, no school can implement the improvements called for in the initiative. Smaller schools, and those organized as K-12 schools especially, must ensure that there is strong leadership for the program in the early grades. In some cases, this suggests the appointment of a principal where none exists, or the naming of a "primary lead teacher", or the releasing of the principal from other duties so that these can be accomplished. In all cases, the initiative calls for parents, local boards and teachers to allow the principal to exercise this responsibility and actively to lead.

Environment and Equipment

The proper environment for the education of young children consists of much more than a desk with textbooks. All of the curriculum activities described above call for equipment and materials and space that is not now a part of the environment of every Vermont school.

The science program called for by this initiative is contingent upon scales, microscopes, natural objects, weights and measures, and trips to the natural world being a part of every child's experience. It also needs a proper space for exploration and experimentation in the classroom. Textbook science alone is not in keeping with the developmental needs of primary-grade students.

In math, we know that essential concepts can be developed only through the manipulation of concrete objects. This explains the need for blocks, cubes, shapes, measures, collections of objects, containers, and workspace as part of each classroom environment. Structured materials such as attribute blocks and cuisenaire rods are necessary, as are natural materials such as buttons, shells, macaroni, and popsicle sticks. Several math curricula depend on these kinds of materials for everyday use by pupils.

The language arts require *tools* and *resources* in the classroom. Tools for writing, acting, and public speaking must be readily available and regularly used by students. Resources for independent reading and for finding information must include a huge collection of children's literature and reference books that are easy for students to find and use. Space and materials for producing and displaying written products must also be part of the environment. Children's language should greet the classroom visitor from the walls and bookshelves as well as from their mouths and minds.

The arts, physical education, and the social studies programs call for similar equipment and materials. These things are not extras or enhancements; they are the chief mode of teaching the basic concepts in the field. The "Equipment and Materials Checklist" in the Appendix to this *Handbook* will help you to see which of the required items are present in the classrooms of your school.

A special note concerns microcomputers in the primary classroom. They are neither a fad nor a luxury. If Vermonters are to control and understand computer technology, they must learn to interact with it as soon as they are able. Very young children can learn to use computers, to program them, to learn about them and learn from them. Properly utilized, the computer is a creative tool for both teacher and student. It can actually foster social interaction and promote creative thinking, but only if it is used well. The Department of Education distributes a booklet, *Computer Considerations for Vermont Schools*, that can help schools and parents determine the best use of computers in their schools.

Some aspects of the school environment cannot be put on a checklist. The school should be a bright and inviting place. Positive relations between staff and students and among students are essential to good learning. Trust and enjoyment should overshadow fear and boredom in the school. While these aspects are not as measureable as others, they are really the most important environmental considerations.

Adults and Small Groups

The teacher alone in the classroom cannot be expected to carry forth all of the changes and improvements called for by this Initiative. In order to provide the intensified curriculum described above, and to follow up regularly on each pupil's progress, and at the same time to provide a warm and personal environment, we will need to put more caring adults to work in our primary classrooms.

These extra adults are not simply aides or clerical assistants. Their involvement is essential to the functioning of the curriculum. In the language arts they listen to the oral reading of small groups of children; lead an intense discussion of an interesting story; "conference" with beginning writers; organize a dramatic presentation by a handful of children. In mathematics, the adult works with three or four students who need further work with Cuisenaire rods to build their understanding of certain concepts; or conducts a review session on addition; or leads a group in an exercise to measure and map the school building. The science "laboratory" is another site that calls for the attention of a caring adult, to set up experiments, oversee students' observations, ask appropriate challenging questions, and lead small groups on field investigations. In social studies, the arts, and health, this Initiative calls for extensive small-group work that can only be carried out with the help of caring adults in the classroom.

Beyond delivering the curriculum in this way, these adults serve other important purposes as well. They can double or triple the amount of "feedback" and monitoring that each child receives, thus making both school and pupil more aware of progress. They provide another adult for each child to interact with, another personality, another caring touch or suspicious eye in the classroom. And, they provide another avenue for the community to make its heightened expectations felt among the children.

Many schools in Vermont already make good use of adults in the classrooms. Some employ trained teacher aides, paraprofessionals who are a regular, budgeted part of the school's program. Others utilize an impressive network of parent volunteers, who are carefully integrated into the school day through long-term planning and serious committment. Senior citizens, acting alone or as part of organized groups, serve many of our schools in all of the ways listed above. Vermont is blessed with educated, caring adults who are able and willing to help us improve the education of our youngest citizens.

But more adults cannot simply be lined up and placed in the classroom. The role and assignment of each must be made clear to everyone — teachers, students, parents, and the adult him (or her) self. And this adult must learn and share the purpose and mission of the school — become a part of the staff and communicate the school's expectations to the children. Finally, they must understand fully the part of the curriculum that they will work on with students. All of this calls for special training for these adults, under the direction of the school principal, and for continued follow-up and maintenance of the system for adult involvement.

Flextime

Years of research and generations of common sense have taught us that a child's growth does not follow an orderly path dictated by the calendar. Young people develop their capabilities at different rates and in different ways. And yet we organize our schools as if the calendar were the sole determinant of a child's ability.

The research of Benjamin Bloom and others in recent years has found that just about all children — 95% to 98% — can, indeed, learn all of the things taught in the early years. But they cannot learn it all in the length of time allowed. Some, in fact, learn it in a little as two years' time; others take as long as four years. Given enough time, and under the proper nurturing environment, we can reasonably expect *all* of our pupils to master the curriculum set forth in this handbook.

Bloom's research is complemented by support from another quarter — Piaget's decades of research and observations of children's development. Piaget is often misunderstood by Americans to posit a series of developmental stages that are fixed by the child's age. In fact, this is not true. Piaget pointed out a sequence of developmental stages that all children go through; but he went out of his way to observe that the rate of development and the age at which children passed through the stages vary considerably. Some children develop "concrete-operational thought" in Piaget's terms, as early as age 5; others do not arrive until 9 or 10. Both of these are well within normal bounds.

Today, in most Vermont schools, entry to an exit from the primary curriculum is based almost exclusively on the child's calendar age. Neither developmental level nor achievement is a major factor in this determination. This initiative calls for a more flexible approach, allowing children to begin the primary-grade curriculum when they are fully ready for it, to take as much time as they need to work their way through it, and to go on to the higher grades when they have mastered all of its elements. This approach precludes calendar age as the chief method of organizing instruction.

There are several ways to arrange this "flextime": ungraded "primary units"; continuous progress curricula; transition classes; family grouping; all of which are used in Vermont today. The method chosen should depend on the size of the school and the nature of the teaching staff.

Flextime is intended for *all* students, not just for the small minority at either end of the normal curve. Today children enter kindergarten or first grade with widely varying skill levels. In fact, the variation in performance at some Vermont schools is remarkable. Flextime allows the school to compensate for these different entry-levels and rates of learning. It permits fast learners to move ahead without discomfort or penalty, while allowing others the time and attention they need to fully master the essential concepts of the early curriculum. All of this must be done without the cumbersome and inefficient system of "skipping grades" or "staying back".

Conversations with Vermont teachers of kindergarten and first grade confirm the variance in entry-level skills and the need, on the part of many Vermont youngsters, for more time to learn the basics.

General research on the long-term effects of early intervention show that an extra year of schooling at the beginning is much less expensive (and more effective) than remedial help later. But research on "staying back" shows that simply repeating a grade causes more harm than good. A more flexible and systematic approach is necessary.

Adoption of a flextime system would guarantee that all children have the proper amount of time to master the objectives of the primary curriculum. It would increase the proportion of fourth graders that is ready to tackle material beyond the basic skills. Primary teachers and parents would have more educational options available for children who are ahead or behind their agemates. Flextime would also encourage alternate grouping, learning, and staffing strategies in the early years.

DEVELOPMENTAL CARE FOR THREE AND FOUR YEAR OLDS

Today, most of Vermont's three and four year olds are not in school. This Initiative does not propose that they climb onto the yellow buses and spend their days in the classroom. Rather, it proposes that every young Vermonter of three or four years, wherever he or she may spend the day, be nurtured by a rich developmental environment.

What is the nature of that environment? What is important to the lives and the growth of three and four year olds?

First of all, they must be cared for by knowledgeable and interested adults who are committed to each child's growth. A child's life at this age cannot be entrusted to other children or to adults who are not concerned about education. Certainly parents are the best caregivers and educators at this age. But only a minority of Vermont's 3's and 4's are cared for at home by their parent(s) all day. Most are cared for by babysitters or relatives; many attend day-care centers and licensed day-care homes. What's important is not the location of these children, but the nature of that environment and the competence of the adult caregiver. It is the goal of this Initiative to bring all of these care givers into the community's efforts in early education, to increase their competence, and to have them contribute to each child's education.

Another aspect of the developmental environment for 3's and 4's is its focus on language. Every three and four year old should be in an environment where they can use language, where they can talk with their peers and with adults, where they can listen to language, and where they can express their ideas with words. These years witness an incredible growth in vocabulary and language use patterns that is best nurtured by constant practice — talking, listening and responding — in natural situations. In the developmental environment, the child is expected to talk about his feelings and to reflect on events that are going on around him. She is asked questions about herself, about other people, about objects and events. She listens to other children and responds to their talk. He hears stories read and sees them acted out. The time and the place are structured so as to set up small-group situations that elicit natural language. The adults-in-charge lead the children through activities that call forth words and sentences. This language-intensive environment can be provided in any of the settings that 3's and 4's are in; it does not rely on special educational materials or direct instruction techniques.

Words, however, are not enough. Children at this age need also to interact with the physical and logical world. The environment must provide opportunities for them to manipulate objects and things and materials, to see how they fit together, to discover patterns, to observe color, size, texture and shape. They need to see the consequences of their actions on the world of concrete objects. It is through this kind of activity that the child's basic mental structures are built, the essential concepts of mathematics and science are laid, and the senses are trained. The child's activity here is natural, what we would call play. But the caring adult can encourage this play, set it up, and turn it in to an opportunity for learning. So can the presence of other children who talk about what's happening and show new ways of manipulating the materials. And these are not special, expensive materials. They are things that have shape, size, color, weight, texture, form, hardness and softness. They are already in the kitchen, out in the dooryard, or in the block corner. We know that children with a rich experience with concrete objects will develop a firmer foundation for later thinking and learning.

Other people, while not objects to be manipulated, are nonetheless an important part of the young child's environment that he or she must interact with. Social interaction is absolutely essential for development, even for cognitive development. Language patterns, for instance, are learned not so much from imitating adults as from trying out phrases on peers. Math concepts are often crystallized when the child has to explain an ordering of objects to another child. And social development — the ability to put yourself in another person's shoes, to see different points of view, to understand your own and others' feelings — can only happen through daily practice in situations with other people. The caring adult will often structure situations so that children interact with each other in pairs, small groups, and large groups, then go on to talk with children about their behavior. This too is essential for optimum growth in the early years.

Finally, we must recognize that our culture has much to teach the three and four year old. There are ideas from our literature and our classic stories that are intended for the preschooler's mind. There are concepts and ways of thinking that we must communicate to young people through the stories we tell them and the lives we model for them and the art that we present to them. A full early education includes these literary and cultural elements, but it does this through good books, traditional tales, expressive works of art, and serious conversation. The developmental environment must be full of these things, and make them a regular part of the day's activities for all young Vermonters. In doing this, we must not ignore the culture of Vermont itself: the ways and the myths and the beliefs that have shaped us and our society.

The developmental environment that we have described can be set up in any of the places that three and four year olds are in. This Initiative does not call for children of this age to be moved to places that already provide this kind of activity; rather, it seeks to improve the environments that we already have — to make each home or center or school reflective of all these elements. And the environment we describe here is not "formal education." It does not require desks or textbooks or drills or specialized technical staff. Instead, it relies on the natural developmental growth of children and builds on the competence of caring adults. With a rich underpinning developed by every Vermonter in the preschool years we can look forward to a brighter and progressive future.

Many Vermont communities have already found ways to make this developmental environment a reality. In the Northeast Kingdom, a "Parent to Parent" project relies on Home Visitors — themselves parents — to meet with other parents in their homes to help them improve educational opportunities for children. Parents learn new ways to do language development, discipline, human relations, and contact with the world outside the family.

In Barre Town, parents and the school have acted in concert to make developmental opportunities available to all children in the district. A parent cooperative day care has been set up in the school building; an active parents' group has initiated several activity and curriculum projects; an early education program for children from 3 to 5 is funded with federal Chapter 1 funds.

In several towns in Vermont, the local private child care center has worked closely with the school to coordinate children's learning and to ensure a continuous and developmental environment. Regular meetings of the staff of both institutions, and a careful follow through with each child, have strengthened the educational experience for many young Vermonters.

Even in rural areas, where families with young children are spread across the hills and valleys, Vermonters have found ways to improve the environment for three and four year olds, while at the same time increasing the competence of the adults who care for them. The Caledonia Rural Early Education Project (CREEP), in the area around Danville, has helped many parents to become educators in the home, beginning with a knowledge of child development and growing into success in school.

School districts can also play a role in the education of three and four year olds. There are scores of Early Essential Education and Preschool Compensatory Education Programs all over the state, operated by school districts, and in line with the developmental principles described above. Some districts such as Wilmington, go further, and assign a kindergarten teacher to work part-time with the parents of three and four year olds in the community, provide workshops and learning material for parents of preschoolers, and plan to enrich the arts and science curriculum in the early grades.

Essential to any work with threes and fours, and fives as well, is a careful developmental assessment of each child. The science (and the art) of figuring out each child's progress at this age has become more sophisticated during the past decade. Many parents and teachers and child care workers have learned to use such assessment instruments as the DIAL or the Brigance, or have designed assessments based on the work of Piaget or Gesell. Regardless of the particular theory or test that is used, the concept of developmental assessment is important, for all children, not just for those with handicaps. Only through careful attention to and understanding of each child's developmental progress can the educational program be properly designed.

At the Union 36 school that serves Corinth and Topsham, the staff uses the Gesell screening system with all entering students. They use the results as part of their decision on placing the child in school, so that each child's development level matches his educational program. Parents are involved in the screening and placement process.

There is no single formula for establishing a developmental environment for all of the three and four year olds in your community. There are instead several paths toward this goal, each calling for close cooperation between parents, school people, and child care workers.

The last section of this *Handbook* makes some suggestions for organizing this cooperation in your community; but you might find it more valuable to contact some of the people in the communities described above, who have already tackled some of the issues.

THE ROLE OF PARENTS

— DeeDee Jameson

Parents play the most significant role in the development of their children. Parents direct their journey — from highly dependent newborn babies to autonomous adults, competent to care for themselves and responsible to society. Parents are the people who must help a child develop a sense of self-worth. They do this by creating a safe and supportive environment which fosters trust and respects the child's need to feel autonomous, develop initiative, become competent, and establish a sense of "this is who I am."

Parents deserve support in this very important work. During the early childhood years, the support comes from family members and friends, from caregivers and teachers. Together, they form a community of caring adults. Together, they can pool their energy and other resources to optimize the developmental potential of the children in their care.

Assuming responsibility for three-and-four-year old children is at once demanding and very rewarding. What are the things parents can do? How can they find the community of support they want in order to enrich the developmental environment for their children?

Parents can inform themselves about child development by reading, taking courses or workshops, and participating in discussion groups. They can develop good "noticing" skills and, using their knowledge of child development, enter their child's world. They can know and understand their child's ability levels; be aware of what the next step in development will probably be; and be sensitive to their child's unique needs and interests. Parents can use personal and community resources to create a learning environment that promotes a sense of self-worth through the achievement of competence in appropriate developmental areas.

During these early years, it is important for parents to reach out to other people. They can become involved in already existing programs, or they can work to create programs where there is a need to do so. Examples of some effective programs are detailed in the foregoing section on "Developmental Care for 3 and 4 year olds."

By participating in such programs, parents can provide their child with the peers she or he needs in order to develop social skills and to become less egocentric, paving the way for more sophisticated cognitive skills later on. They can provide the child with opportunities to relate to and learn to trust adults other than family members and close friends. They can provide access to learning materials and experiences that are often too expensive or too difficult to provide in the home setting. Parents can provide themselves with peers, gaining access to mutual support and many valuable resources. All of this can, and does, happen wherever and whenever child-oriented adults gather together.

As the family develops, its members grow into ever-expanding worlds. The preschooler becomes a school-age child and the family moves into a setting where education is more "fixed in time and place." Parents must remember that they play the most significant role in the development of their child over time. The school, whether public or private, is an important resource and support system for parents. Trained and experienced professionals are there to help the child learn the knowledge and develop the skills which she or he will need in order to become an autonomous adult, competent to care for self and responsible to society.

Parents must not abdicate their responsibility at this point. Remembering that the school's staff is there to help by contributing their expertise, parents can continue their own active role by encouraging and supporting the school in its efforts to organize its programs for child development. Parents can visit the school, get to know the teachers, volunteer wherever assistance is needed, and attend school board meetings. This can be done even before the family makes its transition into the school system.

By listening responsively, observing what is happening, sharing thoughts and feelings clearly, and lending support, parents can help to create an environment of trust and cooperation. Rather than the "separate-but-equal" concept, home and school, parents and teachers can work *together* to create a reality of mutual respect and cooperation — a community of caring adults.

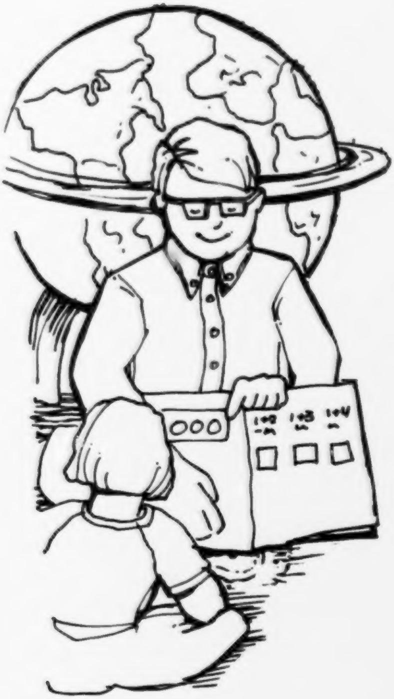
As the child moves into kindergarten and through the primary grades, parents should keep in mind that each year in the child's development has its own validity. Clearly, an optimal developmental environment will prepare a child for each ensuing year. But when parents support rather than pressure teachers during these early childhood years, the need to "get the child ready for next year" is minimized and the child is more free to learn.

Parents can support teachers in the following ways:

- Offer to work with the children in whatever ways teachers request. This may mean working in a classroom other than your child's. It probably will mean negotiating with employers in order to have personal time to do this. It will mean familiarizing yourselves with the goals and objectives, the teaching strategies, and the curriculum materials. When driving for a field trip, for example, ask, "Why are we taking this trip? How can I prepare myself to make the trip better for the children to whom I am responsible?"
- Offer to help enrich the learning environment. Using community resources, parents can make or otherwise add to the learning materials and equipment. They can tap into the community's human resources. In one Vermont town, for example, a parent arranged for a "musician of the week" to visit the children weekly. They learned about different instruments and about music. In addition, they learned how sound is made as they touched the instruments and felt the vibrations; they developed new vocabulary — vibration, resonate, pluck, strum, blow, strike, beat, rhythm, melody, harmony; they learned that we can "read" music and that there are symbols other than letters, words, and numerals; they developed a new dimension in their appreciation and understanding of counting and measuring; they learned that men and women make music both for a living and for pleasure; and they learned that they, alone or with others, could not only enjoy, but create music. A parent helped this to happen!
- Be a good ambassador. Let people know about all of the good things that are happening at school. Interpret and clarify what is happening when people ask questions or make statements that indicate that they do not understand. A neighbor who does not understand might ask, for example, "What good is that kindergarten, any-

way? I don't see that the children are learning how to read." Help her or him to understand what *is* happening that will enable each child to learn to read when the time is right for her or for him. Help your own child by going to her or his teacher, first, if you have your own concerns. It helps your child feel safe when the adults in her or his world respect one another.

By recognizing the significance of their roles and realizing that parenting may be the most important work they will ever do, parents will play a very important part in the initiative to improve early childhood education in Vermont.



STEPS FOR COMMUNITY ACTION

Early Education will succeed only if all segments of the community take on the initiative as their own. Parents, the school board, day-care staff, babysitters, school teachers, all must share in the planning and responsibility for improving education for the community's children from age three to grade three. Early education is the sole province of no one of these groups. Though the school district is the fiscal agent for any state funds for early education, its receipt of these funds is contingent on its sharing responsibility with these other citizens, and jointly designing the local early education project.

It is up to each community to design its own efforts in early education. This Handbook has some suggestions and guidelines that you may choose to use as you plan your efforts.

We suggest five steps in a community's implementation of early education:

- Assess Your Community and School
- Identify Improvement Projects
- Gather Resources and Training
- Implement Projects on Schedule
- Re-assess Your Progress

SELF ASSESSMENT

How well is your community doing right now in serving the educational needs of children from age three to grade three? How many of the components of the Early Education Initiative already exist in some form? A self assessment should find the answers to these questions. Using the text of this Handbook, and the checklist in Appendix A, the community should find out . . .

1. Kindergarten:
   - Is public kindergarten available to all five year olds in town?
   - What is the nature of the kindergarten? Does it conform to the developmental principles described in the Handbook?
   - How are children assessed before coming to kindergarten? What provisions are made for those whose development is delayed or accelerated beyond the norm?
   - How does the kindergarten interface with parents, day care centers, and others who care for children? How well do pupils make the shift from kindergarten to first grade?

2. The Primary Curriculum:
   - Are the expectations high, and made clear to parents and children?
   - Does the teaching focus on essential concepts rather than narrow academic skills?
   - Is the child's physical development paid due attention?

   — Language Arts —
   - How strong is the focus on oral language?
   - Is there evidence of active speaking and listening in the first three grades?
   - Do children practice speaking and listening in small peer groups? How often?
   - How often do children read for pleasure on their own?
   - Do children read and respond to other children's writing?
   - Do children talk together about the things they've read?
   - Does good children's literature abound in every classroom? (aside from the textbooks)
   - Are workbooks and ditto papers overused?
   - Do adults work with small groups of readers, talkers, and writers? How often?

   — Mathematics —
   - Does the teaching focus on the conceptual basis of mathematics?
   - Do the children learn math through the manipulation of concrete objects? How often?
   - Is the teacher trained to use these materials to teach the concepts of math?
   - Do children classify and measure and put things in order?

- Is geometry a major part of the math program?
- How does the teacher assess the children's mastery of math concepts?
- Are child-constructed charts, graphs, and tables clearly in evidence?
- Are children asked to summarize and explain their manipulations and measurements?
- Do children use the tools of mathematics to solve real-world problems?

— Science —

- Does the science program build on the child's natural curiosity? How?
- Is science activity and experimentation a regular and serious part of the primary school program?
- Are the essential concepts of science introduced to all children?
- Do children regularly observe, measure, record, and explain the natural and physical environment?
- Can children draw conclusions about events they observe?
- Is the science program spelled out, structured, and coordinated from year to year?
- Are all of the teachers prepared to teach science and interpret its principles to young children?
- Is there a store of science equipment and materials available and regularly used?

— The Arts —

- Does each child have the opportunity to express ideas through painting, drawing, movement, and music?
- Are children's art products displayed, performed, and reacted to by others?
- How are the arts presented to children in the first three grades? Do they attend performances, and analyze classic works of art?
- Are the arts integrated into other subject areas? How?
- How often do children come in contact with working artists and museum resources?
- Is there a planned and structured curriculum in the arts?

— Social Studies —

- Does social studies teaching focus on the learning of important ideas and concepts?
- Are creative and concrete teaching methods used?
- Are children exposed to people and ideas from other cultures and times?
- Do children work in small groups?

- Can children explain the reasons for their decisions?
- Are all of the reasoning skills practiced regularly?
- Are children asked to put themselves in someone else's shoes?
- Is there a schoolwide social studies curriculum that all teachers follow?
- How often are social studies activities conducted?

— Health —
- Are all children presented with information about nutrition, fitness, self-concept, family life, and safety?
- Do children explore their health-related attitudes and beliefs?
- Are the teachers trained to lead discussions on these kinds of topics?
- Are children led to see the consequences of their actions on their own health?
- Do the teachers use every opportunity at hand to teach about good health?
- Do children study and measure and talk about their own bodies?

3. School Organization
   - Do teachers, parents, and the school leadership share in having high expectations for all children?
   - Are the school's expectations based on an understanding of child development?
   - Does the school have a strong principal who is an instructional leader?
   - Has the principal the time and support she needs to carry out her responsibilities?
   - How well are the school's goals and purposes communicated to parents and students?
   - Is each teacher adequately supervised and assisted by the principal?
   - Is the school orderly, clean, safe, and attractive?
   - Are the school's equipment and materials adequate for the developmental teaching described above?
   - How large and varied is the school's collection of literature for young students? Do students make extensive use of it?
   - Are microcomputers used in ways appropriate to primary-graders?
   - Is the school a bright and inviting place?
   - Do trust and enjoyment overshadow fear and boredom?
   - Are caring adults in evidence to help teachers and students?
   - Are children regularly engaged in small-group work with a knowledgeable adult?
   - Does the school adequately train and schedule adult volunteers and aides?

- How does the school determine entry and exit from the primary curriculum? Is it based on an assessment of each child's development?
- Does the school allow fast learners to move along, and slower learners to take the time they need?
- Are there alternative paths through the primary curriculum?
- What forms of flextime are used by the school?

4. Developmental Care for Three and Four Year Olds
   - Where are the 3's and 4's during the day? How many are there? What proportion are . . .
     - — at home with a parent?
     - — cared for by a relative?
     - — at a neighborhood babysitter?
     - — in a day care home?
     - — in a day care center?
     - — at a school-sponsored program?
   - What kinds of settings are parents looking for for their children?
   - How many of the adults who care for them are knowledgeable of child development principles? How many are prepared to act as educators?
   - In each setting listed above (home, center, babysitter, school) do these elements exist:
     - — active focus on language development
     - — interaction with objects
     - — social interaction with peers
     - — structured learning situations
     - — exposure to arts, beliefs, and culture?
   - What proportion of children are in settings that do not meet these criteria?
   - Which settings need to be improved? How?
   - What new settings need to be established in the community?
   - How do the various child-care people, school people, and parents coordinate and cooperate with one another?
   - Does every three and,four year old have the benefit of a developmental assessment?

As you can see, a true self-assessment of the community is no easy task. All of the questions above, plus others that will arise as you do your work, need careful attention. Involve as many people as possible in finding the answers to these questions. Divide the questions up among yourselves, and begin to seek the answers. You may find it wise to assign the same question to two or three different people, and instruct them to arrive at their answers independently.

Most of the questions cannot be answered "yes" or "no". There will be degrees of progress on most of them. Using a scale from 1 to 10, as proposed in the Appendix, may be a good way to express the extent to which each element is in place. Be prepared to entertain varying opinions among your group as they answer the questions.

Your best source of information will be interviews with people in the community, which can be done in person or by phone or through written surveys. Some information — such as the number and location of three and four year olds in town — will require research at the Town Clerk's office or in the 1980 Census ledgers. Other information — such as the nature of the school curriculum or the qualities of the child-care setting — can only be gathered by direct observation.

The Department of Education and several other agencies and groups are prepared to assist communities to make this self-assessment. We can provide sample survey instruments, model checklists, and workshop leaders to help you get started.

The results of the community self-assessment should be summarized and presented to parents, citizens, the school board, and the selectmen or city council. Release through newspapers and newsletters is also a good idea, to help raise community consciousness about the education of children from age three to grade three. Let the results of the self assessment sink in for a while. Get people to discuss it. See that it gets on the agenda of the school board, the Rotary Club, the Home Dem Club, the selectmen, and the PTA. Then go on to the next step.

IDENTIFY IMPROVEMENT PROJECTS

Out of the self-assessment should grow the community's needs for improvement in early education. The resultant discussions should make it evident which needs can most feasibly be met first.

We suggest you bring forth a list of needs, based on the findings of the self-assessment. State the needs in short, simple terms, and limit yourself to 10 or a dozen items. Each of these items should be stated as an "Improvement Project". A typical list of projects might look like this:

"In order to improve the education of children from age three to grade three, the community of East Shoulderblade needs to:

1. Establish kindergarten as part of the public school opportunity for all children.
2. Train teachers in grades 1-3 to use Cuisenaire Rods and other devices in teaching mathematics.
3. Expand the collection of children's literature in the primary library by 300 books.
4. Revamp the science curriculum in the first three grades.
5. Shift the focus of health instruction away from personal hygiene and toward healthy attitude development.
6. Increase the released time of the principal from 1/5 time to 1/2 time.
7. Establish a developmental screening for entrance into first grade.
8. Move to a continuous-progress curriculum in reading and math in the first three grades.
9. Begin a series of parent workshops in math and language development.
10. Provide tuition for 3 and 4's to attend the Shoulderblade Center Preschool.
11. Conduct three joint inservice training sessions for staff from the school and the preschool.
12. Organize a regular "moving playgroup" for 3's and 4's in the rural North Shoulderblade area of town."

GATHER RESOURCES

Once your plan of action has been written down and made widely known to parents and the public, it's time to find and collect the resources — both fiscal and personal — that you will need to make all these improvements. Some of the resources may come earlier and easier than the others; you should implement those aspects first. You may, for instance, be able to get a series of math training sessions for both teachers and parents from the state's Inservice Institute at little or no cost, right away. So you'll choose to implement items #2, #9, and #11 immediately. Other resources, such as a teaching replacement for the principal or tuition payments to the preschool, may take a year or more to gather. These items can be scheduled later for implementation.

Where to find resources? The State Department of Education expects to have an Early Education Fund available to cover some of the costs of many of these improvements. Go there with your list of needs and seek support.

Go also to your local taxpayers. Many Vermont communities support early education, including the education of three and four year olds, through tax-supported activities and programs. Federal funds available to the local school district from Chapter 1 and Chapter 2 can also be used for early education projects.

Many of the items listed above do not require money so much as they require personal assistance and institutional change. Several of the items call for workshop leaders and consultants to work with teachers and parents to do training and make changes in the way things operate. The State Education Department's Resource Center can help you to find the personal resources your community might need to accomplish its objectives. There are RAP Agents, Professors from the University and the Colleges, day care planners, curriculum consultants, and trainers available to you, usually on a cost-sharing basis.

Along these same lines, the Resource Center can put you in touch with other Vermont communities which have already been where you're headed. Go visit them. See how they've done it. Talk to them about their successes and failures.

Take time to gather resources. Assign the tasks to various members of the community, then arrange a session where their findings can be shared. Then use the resources. Schedule in the consultants. Make the written proposals for funds and put the items in next year's budget request. Arrange for the workshops and training sessions. Set up a time line, showing when each of your items will be carried out.

IMPLEMENT PROJECTS

Someone must take responsibility to see that each improvement project is actually carried out according to schedule. Do not rely on simple agreements and fine plans to carry out action all by themselves. Someone must be accountable to "deliver the goods."

And don't be afraid to move right in to implementation. It's very easy to put off doing something and just talk about it instead, especially in this field. As Hamlet reminds us:

> And thus the native hue of resolution
> Is sicklied o'er with the pale cast of thought;
> And enterprises of great pith and moment,
> With this regard, their currents turn awry,
> And lose the name of action.

Choose the items to implement, set a schedule, assign responsibility, then act!

Regular meetings to check progress, and regular reports to the public, will help keep your improvement-making on track. Communities with grants from the state will be required to make regular reports and progress along their time line as a condition of funding.

RE-ASSESS PROGRESS

After a year or two, it is wise to again conduct a self-assessment of early education in your community. This will show how far you've come, allow you to take some pride in your progress, and encourage work for a better future. The same set of questions that formed your first self assessment can be the basis for your re-assessment.

In fact, improvements in early education should be made continuously, through a process of regular re-assessment of the community. In this way, the Initiative will continue and the education of young children will constantly improve. As new research uncovers better ways to educate children, and as more resources become available for this purpose, Vermonters will find further improvements that can be made.

APPENDICES

A. Self-Assessment Instruments
B. Compendium of Research Results
C. Names and Addresses of Projects and Resources

APPENDIX A

COMMUNITY SELF-ASSESSMENT CHECKLIST

1 ● 3 ● 5

1 = LITTLE EVIDENCE
5 = MUCH EVIDENCE

1. Kindergarten:

1 ● 3 ● 5 • Is public kindergarten available to all five year olds in town?

1 ● 3 ● 5 • What is the nature of the kindergarten? Does it conform to the developmental principles described in the Handbook?

1 ● 3 ● 5 • How are children assessed before coming to kindergarten? What provisions are made for those whose development is delayed or accelerated beyond the norm?

1 ● 3 ● 5 • How does the kindergarten interface with parents, day care centers, and others who care for children? How well do pupils make the shift from kindergarten to first grade?

2. The Primary Curriculum:

1 ● 3 ● 5 • Are the expectations high, and made clear to parents and children?

1 ● 3 ● 5 • Does the teaching focus on essential concepts rather than narrow academic skills?

1 ● 3 ● 5 • Is the child's physical development paid due attention?

— Language Arts —

1 ● 3 ● 5 • How strong is the focus on oral language?

1 ● 3 ● 5 • Is there evidence of active speaking and listening in the first three grades?

1 ● 3 ● 5 • Do children practice speaking and listening in small peer groups? How often?

1 ● 3 ● 5 • How often do children read for pleasure on their own?

1 ● 3 ● 5 • Do children read and respond to other children's writing?

1 ● 3 ● 5 • Do children talk together about the things they've read?

1 ● 3 ● 5 • Does good children's literature abound in every classroom? (aside from the textbooks)

1 ● 3 ● 5 • Are workbooks and ditto papers overused?

1 ● 3 ● 5 • Do adults work with small groups of readers, talkers, and writers? How often?

— Mathematics —

1 ● 3 ● 5 • Does the teaching focus on the conceptual basis of mathematics?

1 ● 3 ● 5 • Do the children learn math through the manipulation of concrete objects? How often?

1 ● 3 ● 5 • Is the teacher trained to use these materials to teach the concepts of math?

1 ● 3 ● 5 • Do children classify and measure and put things in order?

1 ● 3 ● 5 • Is geometry a major part of the math program?

1 ● 3 ● 5 • How does the teacher assess the children's mastery of math concepts?

1 ● 3 ● 5 • Are child-constructed charts, graphs, and tables clearly in evidence?

1 ● 3 ● 5 • Are children asked to summarize and explain their manipulations and measurements?

1 ● 3 ● 5 • Do children use the tools of mathematics to solve real-world
1 ● 3 ● 5 problems?

— Science —

1 ● 3 ● 5 • Does the science program build on the child's natural curiosity? How?

1 ● 3 ● 5 • Is science activity and experimentation a regular and serious part of the primary school program?

1 ● 3 ● 5 • Are the essential concepts of science introduced to all children?

1 ● 3 ● 5 • Do children regularly observe, measure, record, and explain the natural and physical environment?

1 ● 3 ● 5 • Can children draw conclusions about events they observe?

1 ● 3 ● 5 • Is the science program spelled out, structured, and coordinated from year to year?

1 ● 3 ● 5 • Are all of the teachers prepared to teach science and interpret its principles to young children?

1 ● 3 ● 5 • Is there a store of science equipment and materials available and regularly used?

— The Arts —

1 ● 3 ● 5 • Does each child have the opportunity to express ideas through painting, drawing, movement, and music?

1 ● 3 ● 5 • Are children's art products displayed, performed, and reacted to by others?

1 ● 3 ● 5 • How are the arts presented to children in the first three grades? Do they attend performances, and analyze classic works of art?

1 ● 3 ● 5 • Are the arts integrated into other subject areas? How?

1 ● 3 ● 5 • How often do children come in contact with working artists and museum resources?

1 ● 3 ● 5 • Is there a planned and structured curriculum in the arts?

— Social Studies —

1 ● 3 ● 5 • Does social studies teaching focus on the learning of important ideas and concepts?

1 ● 3 ● 5 • Are creative and concrete teaching methods used?

1 ● 3 ● 5 • Are children exposed to people and ideas from other cultures and times?

1 ● 3 ● 5 • Do children work in small groups?

1 ● 3 ● 5 • Can children explain the reasons for their decisions?

1 ● 3 ● 5 • Are all of the reasoning skills practiced regularly?

1 ● 3 ● 5 • Are children asked to put themselves in someone else's shoes?

1 ● 3 ● 5 • Is there a schoolwide social studies curriculum that all teachers follow?

1 ● 3 ● 5 • How often are social studies activities conducted?

— Health —

1 ● 3 ● 5 • Are all children presented with information about nutrition, fitness, self-concept, family life, and safety?

1 ● 3 ● 5 • Do children explore their health-related attitudes and beliefs?

1 ● 3 ● 5 • Are the teachers trained to lead discussions on these kinds of topics?

1 ● 3 ● 5 • Are children led to see the consequences of their actions on their own health?

1 ● 3 ● 5 • Do the teachers use every opportunity at hand to teach about good health?

1 ● 3 ● 5 • Do children study and measure and talk about their own bodies?

3. School Organization

1 ● 3 ● 5 • Do teachers, parents, and the school leadership share in having high expectations for all children?

1 ● 3 ● 5 • Are the school's expectations based on an understanding of child development?

1 ● 3 ● 5 • Does the school have a strong principal who is an instructional leader?

1 ● 3 ● 5 • Has the principal the time and support she needs to carry out her responsibilities?

1 ● 3 ● 5 • How well are the school's goals and purposes communicated to parents and students?

1 ● 3 ● 5 • Is each teacher adequately supervised and assisted by the principal?

1 ● 3 ● 5 • Is the school orderly, clean, safe, and attractive?

1 ● 3 ● 5 • Are the school's equipment and materials adequate for the developmental teaching described above?

1 ● 3 ● 5 • How large and varied is the school's collection of literature for young students? Do students make extensive use of it?

1 ● 3 ● 5 • Are microcomputers used in ways appropriate to primary-graders?

1 ● 3 ● 5 • Is the school a bright and inviting place?

1 ● 3 ● 5 • Do trust and enjoyment overshadow fear and boredom?

1 ● 3 ● 5 • Are caring adults in evidence to help teachers and students?

1 • 3 • 5 • Are children regularly engaged in small-group work with a knowledgeable adult?

1 • 3 • 5 • Does the school adequately train and schedule adult volunteers and aides?

1 • 3 • 5 • How does the school determine entry and exit from the primary curriculum? Is it based on an assessment of each child's development?

1 • 3 • 5 • Does the school allow fast learners to move along, and slower learners to take the time they need?

1 • 3 • 5 • Are there alternative paths through the primary curriculum?

1 • 3 • 5 • What forms of flextime are used by the school?

4. Developmental Care for Three and Four Year Olds

1 • 3 • 5 • Where are the 3's and 4's during the day? How many are there? What proportion are . . .
— at home with a parent?
— cared for by a relative?
— at a neighborhood babysitter?
— in a day care home?
— in a day care center?
— at a school-sponsored program?

1 • 3 • 5 • What kinds of settings are parents looking for for their children?

1 • 3 • 5 • How many of the adults who care for them are knowledgeable of child development principles? How many are prepared to act as educators?

1 • 3 • 5 • In each setting listed above (home, center, babysitter, school) do these elements exist:
— active focus on language development
— interaction with objects
— social interaction with peers
— structured learning situations
— exposure to arts, beliefs, and culture?

1 • 3 • 5 • What proportion of children are in settings that do not meet these criteria?

1 • 3 • 5 • Which settings need to be improved? How?

1 • 3 • 5 • What new settings need to be established in the community?

1 • 3 • 5 • How do the various child-care people, school people, and parents coordinate and cooperate with one another?

1 • 3 • 5 • Does every three and four year old have the benefit of a developmental assessment?

SCIENCE AND MATH MATERIALS CHECKLIST

- ☐ Tuning forks
- ☐ Thermometers
- ☐ Masses/balances
- ☐ Compasses
- ☐ Magnets/iron filings
- ☐ Pictures of animals/plants
- ☐ Measuring devices — rulers, tapes, cups, trundle wheels, measuring cups
- ☐ Rock and mineral samples/fossils
- ☐ Light sources/electricity materials
- ☐ Wire/batteries/switches
- ☐ Prisms
- ☐ Seeds, soil, pots
- ☐ String, pulleys, wheels, axles, gears
- ☐ Globe
- ☐ Graph paper
- ☐ Simple chemicals
- ☐ Candles
- ☐ Magnifying lenses/hand lenses
- ☐ Balloons, jars, cans
- ☐ Microscopes/slides
- ☐ Rain gauge/barometer
- ☐ Animal cages
- ☐ Aquarium
- ☐ Terrarium
- ☐ Insect nets
- ☐ Collection containers
- ☐ Plastic tongs/forceps
- ☐ "Visible Man"
- ☐ Cuisennaire Rods
- ☐ Attribute Blocks
- ☐ Building Blocks
- ☐ Shape Blocks
- ☐ Spring scales
- ☐ Counting and sorting materials: beads, macaroni, buttons, etc.
- ☐ Plastic tubing
- ☐ Register tape
- ☐ Microcomputer with LOGO and other software
- ☐ Science work space
- ☐ Child-accessible storage space
- ☐ Math games/Science games
- ☐ Maps
- ☐ Clay
- ☐ Litimus paper/pH indicator
- ☐ Clipboards

EMERGING READER CHECKLIST

THIS DOCUMENT IS NOT
REPRODUCIBLE ON MICROFILM

INTEREST	expresses interest in environmental signs	asks to be read to by others	is able to listen to stories	practices make believe reading	expresses desire to own books	chooses books in free time	talks about stories/characters	can sustain self in print	enjoys written language	attempts to record own ideas
BEHAVIOR	focuses on literacy tasks	participates in group activities	is able to work independently	seeks help when appropriate	is able to take risks	searches for cues	successively approximates	reads for meaning	[illegible]	[illegible]
BOOK KNOWLEDGE	handles books comfortably	identifies features of a book	identifies familiar characters	recalls Nursery Rhymes and poetry	identifies folk and fairy tales	identifies traditional themes and plots	identifies favorite authors and illustrators	selects and borrows books from library	[illegible] selects books from different classifications	[illegible] own mini books in format
ORAL READING	articulates clearly and confidently	contributes to shared book reading	participates in assisted reading activity	contributes predictable words or phrases	reads back own words and phrases	[illegible] points and reads in "eyefulls"	pauses [illegible] expresses [illegible]	observes the conventions of print eg. punctuation	reads [illegible] intonation	[illegible] chalks with [illegible]
TEXT STRATEGIES	demonstrates background of general knowledge	uses pictures to read captions	follows print with tape recorder	recognizes and reads familiar phrases	uses context to identify words	uses grammatical closure	substitutes appropriate synonyms	is able to paraphrase	uses literary language	[illegible] responses to be semantically and syntactically acceptable
WORD STRATEGIES	recognizes environmental language	identifies personal vocabulary	matches words to pictures	isolates words in text	follows print by pointing finger or voice	copies words	invents spellings	writes words from memory	writes words from dictation	recognizes basic sight vocabulary
LETTER STRATEGIES	matches letters	copies letters	identifies letters	forms letters from memory	discriminates sounds auditorily	identifies sounds	articulate sounds	is able to letter sound match	isolates sounds in words	uses graphophonemic strategies
COMPREHENSION	retells stories and events	follows directions	discusses what is read	responds to directed recall questions	identifies main ideas - summarizes	sequences events or steps	infers and predicts outcomes	classifies and categorizes ideas and words	responds to humor, puns figurative language etc.	develops [illegible] reading
CONCEPTS OF PRINT	recognizes that print carries message	follows directional rules	identifies spatial relationships	identifies letter and word boundaries	identifies function of punctuation	identifies sentences and non sentences	uses spacing	uses capitals and punctuation	sequences words and sentences	follows convention of organizing writing
COMPOSITION	expresses ideas graphically	asks to have ideas recorded in print	contributes to group language experience	writes labels and short captions	writes meaning or thought units	develops a storyline or narrative	uses descriptive and expository language	uses agreement, tenses, person dialogue etc.	expresses feelings and opinions	involves reader in writing

APPENDIX B

The Research Background for Early Childhood Education

compiled by

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INTRODUCTION

This Appendix provides a research data base to the Early Childhood Initiative proposed by the Vermont State Department of Education. There is no single collection of research that informs such an effort. The research reported in this paper is gathered from three areas of study: child development, early childhood education, and research on effective school practices. We provide a framework that integrates diverse research findings into several statements that support a variety of options for an early childhood education initiative in Vermont. This statement recognizes the limitations of individual research studies. We have chosen not to review individual studies in detail. The literature expands daily and the references provide specific documentation for anyone seeking this specificity. Rather, we have chosen to describe the general conclusions and principles that can be derived from the available research and to discuss their implications for the development of an early childhood education initiative in Vermont.

No single research study or group of studies exist which define specific preschool experiences linked to high academic achievement in the primary grades for all children. (Gage, 1982) Therefore, a framework that links early childhood experiences to school experiences is necessary to show the potential interrelationships of existing research. Our attempt is to portray an accumulation of research evidence that relates characteristics and settings of young children's growth and development to later school success. Such a transcending framework permits individual research studies to be placed in relationship to one another. This framework allows the overall goals of an early childhood initiative to be kept in mind while guiding the choice of specific elements that are addressed by available research. Without such a framework, the absence of comprehensive research efforts establishing a cause and effect relationship between experiences in early childhood and subsequent academic success would lead to use of research findings in a helter skelter fashion to support particular points of view.

FRAMEWORK

The transcending framework that provides the foundation for Vermont's Early Childhood Initiative may be summarized in three related statements.

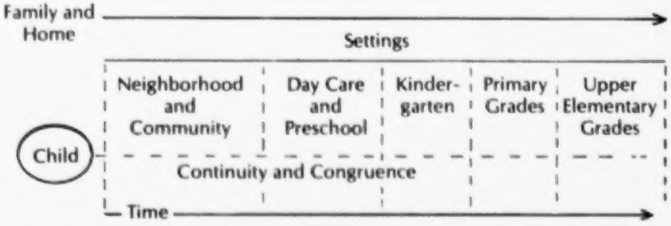
Statement 1. *Children* develop in describable, systematic ways. Their lives are continuous from one day to the next. Individual children are continuous within themselves, not making artificial separations among their parts. Children develop knowledge, attitudes and skills through their interactions with the rich worlds that surround them. While all children develop in similar ways they are also all different. Variability occurs because children have their own unique genetic makeups, individual rates of maturation, and experiences.

Statement 2. *Schools* are one of the important environments through which children move as they develop. Schools, like every other environment, have characteristic expectations for and interactions with children. Different families, communities and schools share similarities and important differences. Each environment has different expectations which children cope with using the skills and attitudes acquired in previous experiences.

Statement 3. Each environment facilitates children's development according to the *congruity* between a) the characteristics and needs of the children entering it, an b) the expectations and interactions of the adults in that environment. *Continuity* between environments or settings through which children pass is an important determinant of the children's adjustment to and success in each succeeding setting.

A graphic representation of the relationship intended in this framework may be helpful.

Environment



In summary, a child develops through its transactions with an ever changing environment. The fit between the child's developmental status and the expectations of that environment are important determinants of the child's adaptation to and use of the opportunities embodied in any new setting.

Based on this frame of reference, the Vermont Early Childhood Education Initiative has two general goals. The first goal is to make the educational environments for young children *continuous* across time and across their parts. The second goal is to make the early childhood educational environments *congruent* with the child's development; to provide opportunities children can use and learn from. Schools should be made ready for children. We can control, design, and influence environments, not children.

RESEARCH

With the frame of reference established above, it is possible to organize and describe general conclusions from available research on early childhood development and education.

1. The most important environment in determining the child's academic performance and general level of competence in the school setting is the home.
2. Children learn through active experience in their worlds. They learn best and what they learn is most generalizeable when their experience is mediated by language, that is when they are provided ways to verbalize their experience and to have their experience described by others, particularly adults (Clarke-Stewart & Apfel, 1979). What children learn is most useful when it is learned and applied in diverse contexts.
3. Language is the central factor in the child's developing intellectual skills. Activities emphasizing the development of language abilities in the second and third years of life by parents are the best predictors of the child's general cognitive developmental progress in the preschool years (Carew, 1980). Experiences in the preschool years that focus on language use and comprehension are most beneficial to the development of reading ability in the early grades. (Chomsky, 1972)
4. Children who attend preschools perform better academically in the later years than children who do not (Lazar and Darlington, 1982). Children attending preschool are more likely to meet basic school requirements and are less likely to need special educational services.
5. Early childhood educational experiences cannot overcome either the positive or negative influences of the home.
6. Early childhood programs benefit all children who participate in them, but they do not close the gaps between poor and middle class children. Children in each income level who participate do better in later years than those who don't. (Coats, B. and Napier, L., 1980)

7. Children who attend kindergarten do better in first grade and in later grades than children from the same communities who do not attend kindergarten. In communities where some children have the opportunity for specific experience such as kindergarten, children who are not afforded that opportunity are at a disadvantage thereafter, as they progress through the same environment (Coats & Napier, 1980).
8. Full day kindergarten programs are preferred to half-day programs by parents, teachers and children. Children who attend full day kindergarten programs do better academically in the primary grades than children who attend half-day kindergarten programs. (Adcock, 1980; School District of The Tomorrow River, 1980)
9. The most effective preschool intervention programs are those which involve parents (Honig, 1982). Parental involvement in educational settings makes the settings more continuous for the child and therefore makes it possible for the child to adapt to the new setting more easily and also increases the reinforcement of material learned in school at home, by increasing the parents' awareness of what the child experiences at school.
10. The most lasting effects of early childhood education programs are found when there is greater communication, continuity and coordination between levels. When an early intervention program is coordinated with the home, that program has more lasting effects. When a first grade curriculum is coordinated with the kindergarten curriculum then the longterm effects of attending kindergarten are greater than when there is discontinuity between the first grade and the kindergarten curriculum. (Bronfenbrenner, 1979)
11. Early screening designed to identify potential difficulties or special strengths of individual children is possible. When the results of screening are used to design appropriate experiences for children, it is possible to prevent deficits from developing into major problems and/or to ameliorate their long term effects. When screening is designed to provide appropriate experiences, it is possible to provide children opportunities that will maximize development of special potentials that they have. The provision of appropriate experiences in response to identification of deficits and strengths results in better coping skills for the child, less need for remedial or special educational services in the future, fewer behavior and academic problems, and greater satisfaction with school. Early intervention costs less than later remediation. (Atkinson, 1980)
12. Programs for which children are not ready have detrimental affects. The research on screening for readiness demonstrates

that if one can identify the capabilities that are requisite for engagement and performance in a particular setting then one can identify children who will not perform well in those settings. When children identified as not being ready for the particular environment or program are placed in that environment or program the long term effects are lower school achievement and more reading problems, grade retention, need for special educational services, absenteeism, and dissatisfaction with school. (Carle, 1976)

13. Schools can be organized to serve children with diverse characteristics better. The literatures on Follow Through (Kennedy, 1978) and on gifted education indicate clearly that schools can change to do a better job of accommodating the specific experiences and needs of children from different backgrounds and in so doing serve all children better.
14. Teachers who are knowledgeable about the principles of child development and who design curricula accordingly do different things in classrooms than teachers who do not and are more effective. (Spodek, 1982)
15. The attitudes of school and educational professionals are important in determining the effectiveness of educational programs. Two specific attitudes that are important are 1) that all children can learn and 2) that a specific teacher can teach any child. (Edmonds, 1979) The teacher who recognizes that children vary but can be taught effectively by attending to their specific past experience and level of competence can teach children effectively.
16. Experiences that help the child to understand social actions, social interactions, relationships, emotions, and values in the early years make a contribution not only to interpersonal competence within the classroom but also to academic skill acquisition. Programs that focus exclusively on specific skills develop specific skills, but not general academic competence. Programs that focus on the combination of affective, social and cognitive skills are more effective in developing general academic competence. (Carkhuff, 1982)
17. In some specific areas, such as math (Ginsberg & Russell, 1981) the prerequisite skills for learning within a school setting are robust; that is, they are developed from the child's general interaction with the normal environment. On these skills, poor children and middle class children enter school with the same capabilities. Poor children do not enter school with specific skill deficits. The later appearance of performance deficits thus cannot be attributed to differences in entering capability but instead must be attributed to differences in the later home

environment, school or elsewhere.

18. The evaluations of curricular approaches are not sufficiently rigorous to permit the choice of a most effective approach for all conditions of instruction and child backgrounds. (Gage, 1982)

CONCLUSIONS

The research evidence strongly supports the conclusion that well thought out and carefully supported early childhood programs will result in important cognitive and social gains for children and that these gains can be lasting. Well thought out programs are those that incorporate the following features:

- Attention to the developmental characteristics and variability of children.
- Involvement of parents, teachers, and developmental specialists in their design and evaluation.
- Continuity from level to level, setting to setting.
- Emphasis on language as central to the acquisition and use of knowledge.

Early childhood programs must be designed to identify, respond to and accommodate the wide variability among children. All children cannot be expected to transact with the same environment in the same way. It is necessary therefore, within an education program to accommodate the variability among children or to create different settings for children with different types of skills. It would be incorrect to assume that the foregoing implies that an educational program must have a completely individualized curriculum. No curriculum is so specific that it cannot accommodate variability across individuals. It is important to identify exceptions. These exceptions are the children who cannot cope with the curriculum offered and those children who cope with it so quickly that they need to be provided additional opportunities to remain motivated and satisfied. With very few exceptions, the wide range of variability can be accommodated within educational settings with appropriate planning and human resources.

Similarly, communities and families exhibit wide variability. Successful early childhood programs must be designed to accommodate the values and abilities of each local community. Each community's programs must be varied enough to allow maximum congruence and continuity for all.

The responsibility for the fulfillment of the Vermont Early Childhood Education Initiative does not reside with any single agency or institution. No agency or institution can control the whole series of environments in which young children participate. Each agency or institution can participate in a shared conceptual framework such as that outlined here. Each agency or institution can contribute to the fulfillment of this initiative by participating in a structure designed to assure continuity from one setting to the next and the best possible congruence between the individual child's abilities and the opportunities provided in each setting.

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APPENDIX C

NAMES AND ADDRESSES OF PROJECTS AND RESOURCES

Name	Address	Specialty
Agne, Russell Professor	University of Vermont Burlington, VT 05405	Primary Science
Arata-Meyers, Phyllis Teacher	Woodstock Elementary School Woodstock, VT 05091	Shared Book Experience
Austin, Patricia Parent	54 Killington Avenue Rutland, VT 05701	Intelligent TV Viewing
Battey, Jean Consultant	Vt. Dept. of Education Montpelier, VT 05602	Library/Media
Boerner, Hannelore Consultant	Vt. Dept. of Education Montpelier, VT 05602	Health
Brinkmeyer, Donna Consultant	Vt. Dept. of Education Montpelier, VT 05602	Arts/Gifted and Talented
Brook, Robbe Teacher	Addison Central School Vergennes, VT 05491	Practical Practices for Parents
Brooks, Nancy Teacher	Academy School Brattleboro, VT 05301	Reading and Writing
Byrnes, Anne Teacher	1516 Williston Road So. Burlington, VT 05401	Montessori Methods
Cate, Sandal Teacher	Main Street School Montpelier, VT 05602	Environmental Studies
Colgan, Joan Teacher	Bennington-Rutland Supervisory Union Manchester Center, VT 05255	Technology and Social Development
Davidson, Pat Lecturer	51 Riverside Street Watertown, MA 02172	Math and Child Development
Disorda, Margaret RAP Agent	Rutland Northeast Supervisory Union Brandon, VT 05733	Parents as Partners (K-Adult)

Dunn, Ann	P.O. Box 214 St. Johnsbury, VT 05819	Parent-to-Parent
Fightlin Day, Rachel Teacher	Box 75A Charlotte, VT 05445	Movement and Self-Expression
Finck, Donald Principal	Deerfield Valley Elementary School Wilmington, VT 05363	School Leadership
Fish, Leona Consultant	Vt. Dept. of Education Montpelier, VT 05602	Elementary Education
Grams, Armin Professor	University of Vermont Burlington, VT 05405	Parents' Role in Child Development
Gray, Susan Principal	Charleston Elementary School West Charleston, VT 05872	Concepts for Young Children
Gregg, Daniel Consultant	Vt. Dept. of Education Montpelier, VT 05602	Social Studies
Green, Sharyl Ann RAP Agent	821 Loomis Street Burlington, VT 05401	Seeing Your Outdoor Space With New Eyes Preschool-Adult
Grout, Wilsene Teacher	RFD 2 Putney, VT 05346	Math Their Way
Guyette, Elise Teacher	18 Upper Newton St. St. Albans, VT 05478	Child As Historian
Gyra, Frank Teacher	6 Linden Hill Woodstock, VT 05091	The Arts
Hale, Betsy Darby RAP Agent	Randolph Village School Randolph, VT 05060	The Key to Improved Reading & Writing at Every Level (K-3)
Hardy, Sue RAP Agent	Oxbow High School Bradford, VT 05033	Film Animation in the Classroom (Gr. 1-12)
Hastings, Judith Teacher	RFD Brookfield, VT 05036	Health Education

Hertz, Barry Associate Professor	Lyndon State College Lyndon, VT 05849	Early Education
Hunt, Nancy RAP Agent	Orchard School So. Burlington, VT 05401	Microcomputer Management Skills (K-6)
James, David Principal	Barre Town Elementary School Barre, VT 05641	Parent Organizations
Jameson, DeeDee Professor	University of Vermont Burlington, VT 05405	Human Development
Jones, Beverly RAP Agent	Rutland Northeast Supervisory Un. Brandon, VT 05733	Parents as Partners K-Adult
Kelley, Colleen Teacher	Charlotte Central Sch. Charlotte, VT 05445	The Arts
Kenney, Robert Consultant	Vt. Dept. of Education Montpelier, VT 05602	Math
Lash, Iris Professor	2835 Clearwaters Shelburne, VT 05482	Parenting the Gifted
Leighton, Lynn Debra RAP Agent	Grafton Elementary School Grafton, VT 05146	Vt. Social History & Colonial Activities (Preschool-Elem.)
Lengel, Jim Director	Vt. Dept. of Education Montpelier, VT 05602	Basic Education
Lingelbach, Jenepher Parent	Vermont Institute of Natural Science Woodstock, VT 05091	Environmental Learning for the Future
Lylis, Shayne Johanna RAP Agent	Sherburne Elementary School Killington, VT 05751	Writer's Workshop (K)
McClaskey, Molly Teacher	Williston Central Sch. Williston, VT 05495	Practical Practices for Parents
Mace, Judy Teacher	Ferrisburg, VT 05456	Promoting Good Health
Mazzuchi, Diana RAP Agent	Academy School Brattleboro, VT 05301	Thematic Approach to Teaching Social Studies (K-3)

Mekkelsen, Jane Teacher	Essex Town School District Essex, VT 05451	Reading and Science
Meltzer, Dean Bennet RAP Agent	Randolph Union High School Randolph, VT 05060	Energy Education Primer (Elem.-Adult)
Mercaldo, "Gus" Principal	Shelburne Village Sch. Shelburne, VT 05482	Primary Unit
Miles, Constance S. RAP Agent	Thayer School Burlington, VT 05401	Teaching Basic Skills Through the Use of Famous Paintings (Pre K-3)
Moore, Sue Speech Pathologist	Morrisville Elementary School Morrisville, VT 05661	Language Development
Nichols, Johanna Parent	32 Summer Street Montpelier, VT 05602	Discipline and Learning
Nowocienski, Betty Teacher	RD 4 Shelburne, VT 05482	Music and Development
Oglesby, Claire Principal	Westminster West Elementary School Westminster, VT 05158	School Leadership
Park, Adelle Professor	Vermont College Montpelier, VT 05602	Extended Day Care
Petry, Anne Professor	Rhode Island College Providence, RI 02908	Science and Social Studies
Pinckney, Elaine Principal	Morrisville Elementary School Morrisville, VT 05661	School Leadership
Poeton, John Consultant	Vt. Dept. of Education Montpelier, VT 05602	Reading
Pope, Veronica	Cherry Lane Music Co. Port Chester, NY 10573	Sesame Street
Pransky, Judy Teacher	Caledonia Central Supervisory Union Danville, VT 05828	Parents and Education

Rathbone, Charles Associate Professor	University of Vermont Burlington, VT 05405	Curriculum and Teaching
Richard, Nancy Professor	365 Sand Hill Road Peterborough, NH 03458	Cycles of Development
Richardson, Bruce Superintendent of Schools	Orleans Southwest Supervisory Union Hardwick, VT 05843	Parents as Consumers
Rider, T. Fenn Principal	Thayer School Burlington, VT 05401	Flextime
Robinson, Gerard Consultant	Vt. Dept. of Education Montpelier, VT 05602	Rural Education
Robison, Jean Consultant	Vt. Dept. of Education Montpelier, VT 05602	Elementary
Rood, Michael Professor	13 Myrtle Road Westfield, MA 01085	LOGO (Kids and Computers)
Ross, Ann Principal	Weybridge Elementary School Middlebury, VT 05753	Integrated Kindergarten
Schubert, Leda Deirdre RAP Agent	Cabot School Cabot, VT 05647	Oral History in the Schools (Gr. 5-12)
Shelton, Larry Associate Professor	University of Vermont Burlington, VT 05405	Human Development
Sherry, Doug Teacher	Main Street School Montpelier, VT 05602	Environmental Studies
Shiman, David Professor	University of Vermont Burlington, VT 05405	Global Studies
Squires, Jim Professor	Champlain College Early Childhood Program Burlington, VT 05401	Head-Start
Stimmel, Cherolyn M. RAP Agent	Union Elementary School Montpelier, VT 05602	Math Their Way (Gr. 1-2)
Tanner, George Consultant	Vt. Dept. of Education Montpelier, VT 05602	Science

Tarrant, Rebecca Chief	Vt. Dept. of Education Montpelier, VT 05602	Curriculum & Instruction
Taub, Herman	Mediax Westport, CT 06880	Assessment of Development
Taylor, Anne RAP Agent	Oxbow High School Bradford, VT 05033	Film Animation in the Classroom (Gr. 1-12)
Taylor, John Consultant	Vt. Dept. of Education Montpelier, VT 05602	Sex Equity
Tuttle, Fred Superintendent of Schools	South Burlington School District South Burlington, VT 05401	Influencing School Policy
Udis, Jonathan Principal	Washington Village School Washington, VT 05675	Social Skills
Verman, Howie Teacher	Burlington City School District Burlington, VT 05401	Big Books
Watson, Frank Professor	University of Vermont Burlington, VT 05405	Parents, Kids and Computers
Whiting, Alice Professor	Johnson State College Johnson, VT 05656	Child Development and Learning
Williams, Geri Teacher	Mt. Lebanon School Lebanon, NH 03766	Writing
Woolfson, Anne Professor	St. Michael's College Winooski, VT 05404	Parent Advocacy

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EARLY CHILDHOOD EDUCATION
TASK FORCE REPORT

Dr. Charles Slater
Dr. Geneva Woodruff, Co-chairs

Presented to the
Massachusetts Board of Education
June 1985

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June, 1985

Dear Commissioner Lawson:

In 1965 the "Great Society" hope was that "No American child should be condemned to failure by the accident of birth." And so, Head Start began.

We have learned a lot in the last twenty years. To be successful, early childhood programs must go beyond mere recognition of the importance of the family. Parents need to be acknowledged as keen observers of their children, welcomed as frequent participants in their child's program, and encouraged to be forceful advocates for their child's education. Children develop at different rates but all proceed through common stages. Good programs heed this principle and are not characterized as either a speeded up kindergarten or simply a play period. Sound program planning requires attention to all aspects of the child's development and to the importance of involving the family in program decisions.

Still, we fall short of the Great Society vision. Early childhood programs cannot accommodate the demand, and poverty is increasing among the young. Early detection of medical problems and special needs is all too rare. The opportunity to change lives is missed.

The mothers, fathers and child advocates on this task force have deliberated long and hard. In the following pages we present our ideas about good early childhood programs and quality teaching. We have grappled with the political and fiscal realities. Now, we have another chance. Our children's future can exceed our hopes, if we but persist.

Sincerely,

Geneva Woodruff

Charles L. Slater
Co-Chairs

TABLE OF CONTENTS

PAGE

FOREWORD

INTRODUCTION....................................1

WORK OF THE TASK FORCE..........................3

Major Goals.....................................3

Priorities for Age Groupings....................4

Program Committee Recommendations...............6

Staff Development Committee Recommendations.....8

Implementation Committee Recommendations........9

Recommended Policy Statement....................11

Major Recommendations...........................11

Conclusion......................................12

APPENDICES

Agenda - Early Childhood Task Force Conference.......i

Early Childhood Education Career Ladder.............ii

Task Force Committee Roster.........................iv

Department of Education Resource Staff Roster.....viii

FOREWORD

In May 1984 the Office of Executive Planning presented a report to the Board of Education that identified early childhood education as a critical educational issue. The report reviewed major recent research which shows that participation in effective early childhood education programs lays a foundation for later learning, improves student achievement and reduces the need for remediation in the later school years. The report also discussed the status of early childhood education in the Commonwealth and urged the Board and the Department to examine the issues in this area.

With the Board's support, Commissioner Lawson convened a task force to examine early childhood education issues and to develop policy recommendations for the Board of Education by June 1985. Members were selected to represent a range of perspectives and included administrators, practitioners, policy makers, academicians, researchers, parents, and representatives from state agencies and advocacy groups.

To launch the task force, the Commissioner invited members and guests to an Early Childhood Education Conference funded by the Northeast Regional Exchange. Highlights of the conference were a keynote address by Dr. Bertha Campbell, Chief of Early Childhood Development in the New York State Department of Education, Commissioner Lawson's charge to the task force and an overview of early childhood education activities in the Department by a panel of department staff. An agenda outlining the day's activities is included in the Appendix on page i.

The statewide task force met monthly from October 1984 to May 1985. Much of the substantive work of the group was accomplished in three subcommittees: programming for children and families, staff development, and implementation. After deliberating for several months, each sub-committee drafted a preliminary report which was submitted to the larger group for review. The committee reports were examined and revised several times before being incorporated into this final document.

INTRODUCTION

Socio-economic Changes

One of the most influential forces shaping the demand for early childhood education programs is the growing number of working mothers. Currently, nearly half of all women with children under six are in the labor force. By 1990 this figure is expected to increase to 60 percent. The fastest growing group of working mothers have children under the age of three. According to the National Center for Education Statistics, the number of three-and four-year old children enrolled in formal early childhood education programs increased between 1970 and 1982 from 21 percent to 36 percent. The number is expected to rise markedly during the next decade.

In addition, the number of single parents is on the rise. In 1981, 12.6 million children lived in a one-parent family. Within the next decade it is estimated that half of all children in the United States will spend a significant part of their lives in a single parent family. Clearly, single parents with young children will need assistance in providing programs and services for their children.

In 1983 one-fifth of all American children under the age of three were living in families with incomes below the poverty line. By 1984 this figure had risen to one-fourth. Research has shown that these children are most likely to be deprived of positive developmental experiences and are most at risk of failing to achieve their full potentials.

Research Findings

Reports of the findings of several carefully controlled longitudinal studies have documented specific significant long-term benefits of early childhood education to children, their families and society (e.g. Weikart, Changed Lives, 1984; Pierson, A School-Based Program from Infancy to Kindergarten for Children and Their Parents, 1984). Moreover, parent education and involvement were found to be vital components of effective early childhood education programs. Perhaps the most compelling finding was that good early education programs virtually guarantee a child's future success and reduce the need for more costly services later on.

Educational Reform Movement

Across the country early childhood education has surfaced as a major element of educational reform. In Massachusetts proposed legislation would provide funding to school districts for early childhood education demonstration projects. Additionally, the State Board of Education has included early childhood education in its six educational reform priorities.

Problem Areas in Massachusetts

While the importance of early childhood education has been generally acknowledged, several major problem areas need to be addressed in the Commonwealth.

1. There is a lack of adequate funding for early childhood programs and services which leads to disparities in educational opportunity.
2. There is a scarcity of early childhood development programs and services for young children and their families.
3. Early childhood programming is taking place under a variety of auspices causing a fragmentation of services.
4. The lack of uniform program standards results in inconsistent program quality.
5. While Department of Education certification requirements exist for teachers of young children with special needs (3-7 years old), no Department of Education certification exists for other groups of children below the kindergarten level.
6. Low salaries make it difficult to attract and retain qualified personnel.

WORK OF THE TASK FORCE

Three major premises guided the task force during its deliberations:

1. Programs and services should be developmentally oriented.
2. Families should be involved in decisions affecting their children and play integral roles in programs and services.
3. All children and their families should have equal access and equal opportunity to participate in early childhood programs and services.

Based on these premises the task force agreed upon the following definition:

> **Early childhood covers the critical learning period from birth through age eight years. Early childhood education describes developmentally oriented programs and services designed to meet the physical, social, emotional and cognitive needs of children in this age range. Such programs emphasize family involvement and offer a variety of learning experiences and services to ensure that children have an equal opportunity to develop their potentials.**

Major Goals

The task force has established the following six goals for early childhood education:

1. Guarantee the right of equal access and equal opportunity to early childhood learning and development programs for all children and their families in the Commonwealth.
2. Ensure interagency coordination of policies regarding all early childhood programs and services in the Commonwealth.
3. Ensure coordination of programs and utilization of resources within the Department of Education for children birth through age eight.
4. Foster collaboration between day care and early childhood programs in public and private schools.
5. Develop professional qualifications for all early childhood personnel which include training to work with families.
6. Include early childhood personnel in the professional and salary structures of public school teachers.

To achieve these goals, the task force recommends the establishment of a Bureau of Early Childhood Education within the Department of Education. The major function of the Bureau would be to ensure implementation of Board of Education policy regarding early childhood education throughout the Commonwealth, ensure coordination within the Department of Education and foster interagency coordination. The Bureau would allocate its resources according to the following priorities:

Priorities for Age Groupings*

1. Birth to age three

   Raise public awareness about the critical importance of learning and development during the first three years of life and the importance of good parenting.

   Collect information about early learning and parenting and disseminate information through mass media, Child Care Resource and Referral Centers, school systems, non-profit community agencies and public forums.

2. Three through five year olds

   (Top priority for new bureau in terms of funding and program development).

   Provide quality early learning and development programs for children and their families by:

   Developing and disseminating program standards and criteria which foster parent and community participation;

   Funding programs that meet established program standards and criteria;

   Instituting training programs for early childhood personnel to prepare them for teaching young children and working with families.

---

*Developmental stage rather than chronological age is a preferable criterion for grouping children. However, in this report age is used to approximate the developmental stages.

3. Five through eight year olds

Provide technical assistance in early childhood education to school districts to develop:

- initiatives to foster a greater public understanding of the needs of children and their families in the early childhood years;
- continuity between early education programs and primary education programs;
- an emphasis on developmental educational practices such as those found in the the Massachusetts Department of Education's Kindergarten Curriculum Resource Guide.

Encourage smaller class sizes for kindergarten through third grade.

Encourage school systems to engage in partnerships with community agencies and parent groups to support and implement developmentally appropriate before and after school child care programs.

While this model provides a framework for statewide initiatives for the full spectrum of the early childhood years, it is the second category, programs for three to five year olds, that is the top priority and the focus for the rest of this report.

On the following pages are listed recommendations that the Task Force has developed in three areas: programming for children and families, staff development, and implementation.

Programming Committee Recommendations

1. Establish standards for quality early learning and development programs. These programs would:

    a. Have appropriately trained and credentialed personnel;
    b. Have an administrative staff sufficient to supervise and administer a quality program;
    c. Have Equal Employment Opportunity/Affirmative Action hiring practices;
    d. Have teacher to child ratios that are at least as stringent as the present Office for Children regulations;
    e. Consider different learning styles and developmental needs;
    f. Encourage responsible and cooperative behavior by fostering:
        - a positive self-image
        - trust in other children and adults
        - independence
        - friendships
    g. Foster a family centered approach to include parent education and involvement;
    h. Have a physical environment appropriate for the age group being served and space available for parents;
    i. Provide for free expression of cultural diversity;
    j. Allow sufficient time for evaluation and problem solving;
    k. Actively involve fathers in their children's education.

2. Evaluate programs according to professional and program standards. Evaluation information would be available to consumers through the department's regional education centers and through groups such as Child Care Resource and Referral Centers.

3. Develop models for full-day programs and encourage school systems to begin planning for full-day programming. Provide school systems with information that documents families' needs for such programming.

4. Develop services for families in public early childhood programs that reduce their stress, provide for increased school-parent communication, and incorporate parents' skills into school programs.

5. Work with local school systems to develop community partnerships. These would include:

    a. Advocacy groups to ensure program compliance and to provide support for parents, children, families, teachers of young children, and providers for young children and their families;
    b. Agreements with employers to release parents during working hours to attend school meetings;
    c. Agreements with school committees to encourage flexible use of school buildings for before and after school programs.

6. Institute appropriate health maintenance procedures.

    a. Require medical examinations and appropriate vaccinations for children entering a public early childhood school program;
    b. Review health records annually;
    c. Require audiological and vision tests at appropriate intervals;
    d. Develop a "sick child" policy with Department of Public Health and other appropriate groups.

Staff Development Committee Recommendations

1. Develop in consultation with the Office for Children certification requirements for early childhood teaching staff which lead to a career ladder. Course work and supervised experience following National Association for the Education of Young Children (NAEYC) guidelines would be required. (Appendix, page ii).

2. Review existing certification standards for teachers of young children and expand standards to include teachers of three-and four-year olds.

3. Ensure that programs to train teachers of young children provided by Massachusetts public and private colleges and universities are consistent with state certification requirements.

4. Ensure that teachers transferring from upper grades to early childhood levels are retrained in early childhood education and development prior to assuming their new positions.

5. Require consistent qualifications for teaching staff in early childhood programs regardless of program length or format.

6. Include in elementary principal certification required competencies that address child development and family issues.

7. Provide opportunities for all early childhood teachers and other personnel working with young children to participate in ongoing inservice training.

Implementation Committee Recommendations

Phase I

During Phase I the Bureau would:

Establish a Bureau of Early Childhood Education in the State Department of Education. The overall goal of this Bureau would be to ensure equal access and equal opportunity to early childhood programs and services for all children and their families in the Commonwealth. This Bureau would have central office and regional staff.

1. Develop standards for early childhood education programs in coordination with the Office for Children. Based on these standards, school committees would review and approve programs in each school district.

2. Implement two kinds of needs assessments.

   The first needs assessment, carried out by the Bureau of Early Childhood Education, would gather pertinent statewide demographic data to establish the dimensions of program needs. Developing and implementing this needs assessment would be the Bureau's first priority.

   The second needs assessment, carried out by each school committee under the direction of the Bureau of Early Childhood Education, would gather information at the local level. This information would be used to tailor programs to meet the needs of young children and their families and to strengthen the community's ability to care for its children. Local needs assessments should be developed and implemented with the assistance of parents, local day care providers, representation from the Office for Children, nursery school staff and other interested community members.

3. Establish a cooperative working relationship with the Child Care Resource and Referral Centers recently established as part of the Governor's Day Care Partnership Project. These centers advise parents of educational opportunities available for young children.

Phase II

During Phase II the Bureau would:

1. Provide technical assistance to early childhood programs through the Department's six regional offices. These efforts should be coordinated with other agencies and groups that serve young children.
2. Develop guidelines and procedures to distribute grant monies for the development of model programs and the dissemination of existing programs.

Phase III

During Phase III the Bureau would:

1. Identify funding sources and develop a mechanism for equitable distribution for further expansion of early childhood programs.
2. Provide technical assistance to school committees in developing comprehensive school plans which span early childhood education through grade twelve.
3. Report to the Board of Education on the status of early childhood education in Massachusetts, emerging trends and anticipated funding needs.

Recommended Policy Statement

Since early childhood experiences lay a foundation for learning and determine a child's later success in school, it is the responsibility of the Massachusetts Board of Education to make early childhood learning and development programs available to all children and their families regardless of race, ethnic background, gender, religion, place of residence or handicap. Learning activities should be appropriate to the developmental characteristics of young children, and programs and services should meet standards developed by the Board. All programs and services which serve the educational needs of young children and their families should be coordinated through formal interagency structures.

MAJOR RECOMMENDATIONS

1. Adopt a policy which ensures equal access and equal opportunity to early childhood programs and services for young children and their families in the Commonwealth.

2. Establish a Bureau of Early Childhood Education in the Department of Education to coordinate the Department's early childhood services and programs.

3. Establish state standards for quality early learning and development programs.

4. Expand existing Massachusetts teacher certification standards to include teachers of three- and four- year olds.

5. In consultation with the Office for Children develop certification requirements for teachers of young children which reflect a career ladder and promote professional growth.

6. Foster coordination with other agencies and groups that serve young children.

Conclusion

The Early Childhood Education Task Force has concluded that there is a clear need to make high quality programming in early childhood education available to all children in the Commonwealth. Research shows that these programs not only give a child a good start but also determine a child's future success in school and life. Thus, the Task Force believes that early childhood education is integral to a sound educational system. However, leadership is needed from the Board of Education to ensure that quality early childhood programs and services are available for all young children and their families. For these reasons, the committee recommends that the Board give strong consideration to the adoption of the proposed goals, recommendations and policy statement contained in this report.

APPENDIX

AGENDA

9:30 - 10:00 Registration - Coffee and Danish

10:00 - 10:30 Greetings and Charge to the Task Force
Commissioner John H. Lawson

Overview of the Day and Introductions

Virginia Crocker
Principal Planner

10:30 - 11:15 Keynote Speaker

Dr. Bertha Campbell, Chief
Bureau of Child Development and Parent Education
New York State Department of Education

Questions

11:15 - 12:00 Panel of Department Staff

Vivian Ingersoll, Director
Office of Executive Planning

John Kearney, Director
Office of Regional Services

James Case
Associate Commissioner
Curriculum and Instruction

Roger Brown
Associate Commissioner
Special Education

Joan Schuman, Director
Central Massachusetts Regional Education Center

Questions

12:00 - 1:00 Lunch

1:00 - 2:00 Small Group Discussions*

- o What are the key issues?
- o What are the priorities?

2:00 - 2:45 Brief Group Reports

2:45 - 3:30 Next Steps

Co-chairpersons
Dr. Charles Slater, Superintendent
Brookline Public Schools

Dr. Geneva Woodruff, Director
Project Optimus/Outreach and Project Pact

*Group Facilitators

Roger Brown
Associate Commissioner
Curriculum and Instruction

Rosalie Norman, Director
Early Childhood Education Project
Special Education

Marilyn Pedalino
Principal Planner

Carole Thomson
Program Director
Curriculum and Instruction

Early Childhood Education Career Ladder

The following describes a career ladder which enables early childhood personnel to advance professionally. At all levels teachers are expected to have training in child development, to be able to work with families and to be competent in the skills required for the preceeding level. Within an early childhood program, the teacher-child ratio should approximate the National Association for the Education of Young Children guidelines outlined below. This ratio usually necessitates having more than one adult in the classroom.

Level 1: Early Childhood Teacher Assistant

Pre-professional who implements program activities under the direct supervision of the professional staff.

Requirements:

High school graduate or equivalent and participation in an approved professional development program.

Level 2: Early Childhood Associate Teacher

Professional who can implement program activities for a group of children under the supervision of a certified early childhood teacher and who:

-establishes and maintains a safe, healthy, learning environment;
-enhances physical, intellectual, social and emotional development of children;
-establishes a positive relationship with families
-ensures a well-run, purposeful program responsive to child and family needs;
-participates in ongoing inservice training.

Requirements:

Associate Degree in Early Childhood Education/Child Development

Level 3: Early Childhood Teacher

Professional who develops and implements an age appropriate program for a group of children and who:

- implements developmentally appropriate curriculum for young children;
- keeps children's records based on classroom observations, assessment findings and learning objectives;
- schedules and conducts periodic conferences with family members;
- establishes with staff a team approach;
- involves parents and members of the community in the program;
- understands cultural and family diversity and its implications;
- is prepared to work in settings that include atypical children;
- keeps abreast of early childhood research and innovative programs.

Requirements:

Baccalaureate degree in Early Childhood Education/Child Development

Level 4: Early Childhood Specialist

Professional who:

- supervises and coordinates training of staff and volunteers;
- designs and coordinates implementation of staff development activities;
- coordinates implementation of developmentally appropriate curriculum;
- serves as program administrator.

Requirements:

Baccalaureate degree in Early Childhood Education/Child Development and at least three years of full-time teaching experience with young children and/or a graduate degree in ECE/CD

Note: Each program should have at least one qualified Early Childhood Specialist who, in small programs, may also be director or master teacher. Larger programs should have more than one Early Childhood Specialist.

Source: Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs, National Association for the Education of Young Children, 1984

Programming Committee

Chairperson:

Howard Baker
Director
Lemberg Children's Center

Members:

Sandra Butzel
Social Policy Coordinator
League of Women Voters

Irma Debruyn
School Psychologist
Norwood Public Schools

Diane Hagan
Program Specialist
Office for Children

Donna Hartlage
Governor's Office for Educational Affairs

Rosalie James
Community Aide
Massachusetts Migrant Education Program

Miriam Kronish
Elementary Principal
Needham Public Schools

Rosalie Norman
Director, Early Childhood Special Education Project
Department of Education

Donald Pierson, Director
Center for Field Services and Studies
University of Lowell
Former BEEP Director

Frances Posley
Head Teacher
Holyoke/Chicopee Headstart Program

Jack Shonkoff, M.D.
Assistant Professor of Pediatrics
University of Massachusetts Medical School

Geneva Woodruff
Director
Project Optimus/Outreach and Project Pact

Staff Development Committee

Co-Chairpersons:

Sherdena Cofield
Parent Representative
Director of Continuing Education
Boston University School of Social Work

Sondra Langer
Associate Professor
Lesley College Graduate School

Members:

Ellie Blute
Parent Coordinator - Chapter I
Somerville Public Schools

Beverly Brown
Special Education Administrator
Sutton Public Schools

Meg Barden Cline
NAEYC Board Member
Lecturer, University of Massachusetts

Louise Corbin
Associate Professor
Roxbury Community College

Virginia Crocker
Principal Planner
Department of Education

Renée Davis
Child Development Specialist
Administration for Children, Youth and Families

Sara Kelley
Child Development Program Director
University of Massachusetts

Dorothy Molnar
Early Childhood Specialist
Department of Education
Northwest Regional Center

Implementation Committee

Chairperson:

Charles Slater
Superintendent
Brookline Public Schools

Members:

Sheri Adlin
Project Director
Governor's Day Care Partnership Project

Wendy Chaiken
Volunteer Coordinator
Princeton Public Schools

Shoshanah Garshick
Massachusetts Association of School Committees
Chairperson, Raynham School Committee

Vivian Ingersoll
Director, Office of Executive Planning
Department of Education

Edgar Klugman
Coordinator of Administrators Programs
Wheelock College

Barbara Krysiak
Director, Bureau of School Programs
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EARLY CHILDHOOD EDUCATION

ARTICLES AND SPECIAL REPORTS

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Preschool: It Does Make a Difference

Over the past fifteen years, enrollment in preschool programs has more than doubled: today 36 percent of America's three- and four-year-olds go to school. We send them off for a mix of reasons: to allow parents to work or to save their sanity, to prepare children for kindergarten or to provide them with playmates. In the past there was little evidence that preschool attendance would make much difference in the long run. But recently the research has begun to tell a new, and very encouraging, story.

Why the change? Compared to studies reported ten to twenty years ago, research published in the 1980s looks more broadly, and more imaginatively, at the ways preschooling might improve children's prospects. And some of the new work is longitudinal — it follows the same children through elementary school, and in one study, even into adulthood.

INSIDE

An Interview with Jeanne Chall

Teachers' Expectations

Can Computers Cheat?

What Are the Effects of Preschool?

For the last two decades, research on preschooling has focused primarily on poor children. Beginning in the 1960s, most studies evaluated the success of early education programs designed to interrupt the cycle of poverty and failure in school. Scores on IQ tests and other standardized tests, because they were known to predict academic success, assumed a central place in evaluations of preschools. Results of these studies, including a major evaluation of Head Start conducted by the Westinghouse Learning Corporation in 1969, were fairly consistent: preschooling boosted test scores, but only temporarily; unless schools built on and protected these gains with special planning for kindergarteners and first graders, preschool graduates tested about the same as their controls — children who were like them in other ways but had not been to preschool — within a few years.

Despite this discouraging evidence, a number of educators followed program graduates through elementary school and even into high school. In 1982 Irving Lazar and Richard Darlington reported on a long-term follow-up of eleven experimental preschool programs serving poor, mostly minority children. And David Weikart and his colleagues continued to follow 58 graduates of the Perry Preschool in Ypsilanti, Michigan, who by 1984 had passed their nineteenth birthdays. These and other recent studies prove that a good preschool can make a long-term difference.

Children who have attended preschool repeat fewer grades and land in special education classes less often.

The difference is to be found, most often, not in standardized test scores but in children's ability to meet their teachers' expectations and to avoid being labeled failures. In study after study, children who have attended preschool repeat fewer grades and land in special education classes less often than their peers. The figures from two of the largest studies, Lazar and Darlington's *Lasting Effects of Early Education* and the New York State Department of Education's evaluation of an experimental prekindergarten program involving over 6000 three- and four-year-olds, remind us how many poor and

EDITOR: **Helen Featherstone**; ASSISTANT EDITOR: **Beth Wilson**. EDITORIAL BOARD, HARVARD GRADUATE SCHOOL OF EDUCATION: **Courtney B. [illegible]den**, Professor; **Jeanne S. Chall**, Professor; **Carol F. Gilligan**, Associate Professor; **Patricia Albjerg Graham**, Charles Warren Professor of the History of [illegible]rican Education and Dean, Harvard Graduate School of Education; **Kenneth W. Haskins**, Senior Lecturer, Co-Director, The Principals' Center; **Harold [illegible] II**, Francis Keppel Senior Lecturer on Educational Policy and Administration; **Richard J. Light**, Professor; **Sara Lawrence Lightfoot**, Professor; **Jerome T. Murphy**, Professor and Associate Dean, Harvard Graduate School of Education; **Arthur J. Rosenthal**, Director, Harvard University Press. NATIONAL ADVISORY BOARD: **Gregory R. Anrig**, President, Educational Testing Service; **Katharine L. Auchincloss**, Former Chairperson, National Committee for Citizens in Education; **John Brademas**, President, New York University; **Lawrence A. Cremin**, Frederick A. B. Barnard Professor of Education, Teachers College, Columbia University; **Alonzo A. Crim**, Superintendent, Atlanta Public Schools; **Andrew Heiskell**, Former Chairman of the Board, Time, Inc.; **Albert Shanker**, President, American Federation of Teachers; **David Tyack**, Vida Jacks Professor of Education and Professor of History, Stanford University

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minority children experience academic failure. Lazar and Darlington found that 44 percent of the children without preschool education either repeated a grade or spent time in special classes; for preschool graduates the figure was only 25 percent. Comparable statistics for the New York State evaluation were 26 percent and 18 percent. Alumni of the Perry Preschool, which admitted only four-year-olds who scored between 60 and 90 on IQ tests, were likely to flounder academically: Weikart reports that the Ypsilanti schools classified 15 percent of them as mentally retarded. But they did far better than their control group, of whom 35 percent were labeled retarded.

It would be hard to overestimate the human costs of failure in school, the pain to the student of each special class placement, each notice of nonpromotion. If preschool education could spare one child in six — or one in twelve — such heartbreak and humiliation, it would more than justify its costs.

It would be hard to overestimate the human costs of failure in school.

But some programs accomplish more than this. The Perry Preschool alumni negotiated adolescence considerably more successfully than their controls: they were arrested less often and bore fewer illegitimate children; more of them completed high school or passed the GED, and more went on for postsecondary education; they worked more and depended less on welfare. Weikart and his colleagues call their report *Changed Lives*. They do not exaggerate.

Why Does Preschool Have These Effects?

If the advantage of preschool graduates on most achievement tests disappears in a few years, why is it that children who have attended preschool are held back or referred to special classes less often than other poor children? The information we have supports several lines of speculation.

Children who have been to preschool outscore controls on IQ tests in kindergarten and first grade. Even if scores decline through the school years — and for many poor children they do — the presence of one near-normal figure at the top of the permanent record probably protects some borderline children from being labeled failures. We know that information about past performance does shape teachers' expectations for their pupils.

But preschools do more than raise expectations by boosting test scores

Learning at Home

Realizing the importance of early education, many parents of young children feel they ought to try to offer at home the same sort of teaching children get at school. They feel guilty about the hours given to preparing meals, washing dishes, and folding laundry, and they worry that they spend too little time guiding their children's learning.

A new British study of four-year-old girls by Barbara Tizard and Martin Hughes, *Young Children Learning* (Harvard University Press, 1985), may ease their minds, for it shows how much children benefit from just bouncing questions and ideas off their parents and how well the learning opportunities of the home complement those of the school.

In preschool, Tizard and Hughes find, teachers ask a great many questions and children ask relatively few. At home, by contrast, children demand to know why roofs slope, why babies shouldn't drink orange squash, how Father Christmas can recognize their house, and whether tall children grow up sooner than short ones. Sometimes parents just show a friendly interest as a child puzzles out a problem aloud. On other occasions they manage to follow the four-year-old's labyrinthine reasoning and help him or her to make sense of the world. Here, for example, Rosy's mother explains about paying people for services:

Rosy: Why do you have money if you have . . . if people clean your windows?
Mother: Well, the window-cleaner needs money, doesn't he?
Rosy: Why?
Mother: To buy clothes for his children and food for them to eat.
Rosy: Well, sometimes window-cleaners don't have children.
Mother: Quite often they do.
Rosy: And something on his own to eat, and for curtains?
Mother: And for paying his gas bills and electricity bill. And for paying for his petrol for his car. All sorts of things you have to pay for, you see. You have to earn money somehow, and he earns it by cleaning other people's windows, and big shop windows and things.
Rosy: And then the person who got the money gives it to people.

The mothers Tizard and Hughes observed do not seem to have any specific teaching agenda. By following where their children lead, they create space for questions and for a richly varied use of language.

Tizard and Hughes dispute the widely held belief that low-income parents offer their children little intellectual stimulation. On the contrary, these researchers find poor mothers, like their middle-class counterparts, talking to their preschoolers and answering an apparently endless stream of questions. ▼

temporarily. Lazar and Darlington found that even when they compared children who had the same IQ at age six, preschool graduates failed less often than controls. It is possible that preschool attendance influences children's attitudes and behavior in school more than it influences their test scores. Information from the Brookline Early Education Project (BEEP) supports this hypothesis. BEEP offered parent education, periodic developmental screening, and preschooling to all children born in Brookline, Massachusetts (and some from nearby Boston), between the spring of 1973 and the fall of 1974. In the follow-up study, trained observers went into second-grade classrooms and collected information on children's social behavior, use of time, and "mastery skills" — task completion, problem-solving strategies, concentration. BEEP graduates performed significantly better than controls on all measures of mastery and worked more successfully with classmates.

Similarly, Ypsilanti primary school teachers reported that Perry Preschool graduates behaved better than their controls and showed more academic motivation and potential. Perhaps in consequence, school staff treated the Perry alumni differently when they fell into academic difficulty. They got more remedial and support services; their controls were more often held back a grade, classified as mentally retarded, or referred to special classes.

Preschool programs also have effects on parents. Lazar and Darlington found that mothers of preschool graduates, unlike mothers of the control group, expected more of their children occupationally than the children expected of themselves; their children's school performance also satisfied them more. When BEEP students were in second grade, their mothers contacted teachers about their children's academic progress three times as often as other mothers did — even though fewer of the BEEP children had problems in school. BEEP mothers praised the project for making them more confident about discussing their children with professionals. A youngster's involvement in a preschool program can improve educational prospects throughout the family: Craig Ramey reports that by the time children in his Carolina Abecedarian Project entered kindergarten, mothers of preschoolers were more likely to be employed and had more years of schooling than mothers of controls.

If children show interest in school, if they behave themselves and work successfully with other youngsters, if their parents contact the teacher from time to time and convey both concern for academic progress and confidence in their child's ability, then the children will progress more satisfactorily even if they score no better on the Metropolitan Achievement Tests. Schools are complex social environments as well as places for academic learning.

Schools are complex social environments as well as places for academic learning.

Who Benefits?

Research on early education has focused primarily on poor children, but recently two well-designed studies have reported on work with a wider range of families. Both these studies found that more affluent children benefit in much the same way as their poor schoolmates. In the Carolina Abecedarian Project middle-class four-year-olds showed sizable gains in IQ; middle-class BEEP graduates, when they reached second grade, were less likely than controls to read below grade level or to show problems with competency skills.

These findings are a little surprising: middle-class families normally hope preschool will help their children learn to play with peers and get used to life in a group; they worry less about acquiring academic advantages. But middle-class children fail too. It's heartening to think that a year of early education can help shaky ones to navigate the first years of school.

Summing Up

It is important to emphasize that the case for preschooling does not rest entirely on the results of small experimental programs, although these have provided us with the longest follow-up and thus the most finely delineated portrait of the ways a good preschool program can change adolescent and adult lives. The New York State experimental prekindergarten program served more than 6000 three- and four-year-olds; David Irvine's evaluation of that program showed that participation had saved one child in twelve from being held back a grade or placed in a special class. And the few Head Start evaluations that have examined retention and special class placement are equally encouraging.

No one wants children to fail. If preschooling becomes available to all, thousands of youngsters who would otherwise repeat a grade or require a special placement will meet their teachers' expectations and proceed through school alongside others of their age. The benefits will come to rich children as well as poor ones and will be felt in every sort of family.

For Further Reading

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Lack of Early Childhood Programs

Although the number of services for young children, ages three through five, has grown in the past quarter century, such services are still far from comprehensive or universal. With more women working outside the home and more children growing up in single-parent households, the need for affordable, convenient, high-quality child care has far outstripped the supply. Even Head Start, which many of our witnesses described as a "wonderful program," serves only 18 percent of children who are eligible for the services.[51]

Most states now offer kindergarten education. Funding and implementation levels, however, are often minimal, resulting in kindergarten programs which are available to many children for less than a school year. Mississippi, the last state to pass enabling legislation, is now in the process of implementing programs. The Director of the Association of Developmental Organizations of Mississippi pointed out to us, however, that even though the Education Reform Act of 1982 calls for kindergarten, "the feeling among the legislators and many of the educators is that there will never be (fully implemented) kindergartens, because it is felt that Black parents are just looking for another Head Start program."[52] In New Hampshire, kindergartens are left to local option and are not required.

The benefits of early childhood education, kindergarten, and preschool programs, both to individuals and to the society as a whole, are increasingly well-known. An educational consultant testifying at our Michigan hearing reported the results of the Perry Preschool Project, a longitudinal study conducted by the High/Scope Foundation:

> *An economic analysis of our data today has shown that for every $1,000 invested in a year of preschool education, at least $4,000 is returned to society . . . (in) reduced costs for education and legal processing for delinquent behavior, an increased lifetime earnings for participants; still other future returns remain to be calculated.*

Specifically, this study followed a group of 123 poor Black children who had participated in preschool programs and compared them, at age 19, to a group of children from the same background who were not enrolled in preschool education. Among the salient findings were the following:

- Sixty-seven percent of the preschool group were high school graduates compared with 49 percent of the control group.
- Fifty-nine percent were employed, compared with 32 percent of the others.
- Thirty-one percent of the preschool group had ever been arrested or detained, compared with 51 percent of the others.
- The teenage pregnancy rate was less than half as great for the preschool group.
- On a test of functional competence, 61 percent of the preschool group scored at or above the average, compared to 38 percent of the others.

SOURCE: Barriers to Excellence: Our Children at Risk. Boston, MA: The National Coalition of Advocates for Students, 1985. Pages 58-61.

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While this speaker provided mostly data from the High/Scope Research, she also noted that, "The major finding across [early childhood] studies is that early childhood education reduced the need for special education placement and retention in grade."[53]

After some contradictory research, the evidence from the first 19 years of Head Start points to the particular value of early childhood education for children from low-income backgrounds.[54] By attending to the health, learning and social needs of every child, carefully diagnosing individual strengths and weaknesses, and involving parents in a variety of roles, Head Start programs have been successful in improving cognitive and social development. The Head Start research has also been helpful in highlighting specific elements of early childhood education which made the most difference. As a childcare advocate in New York pointed out,

> *The most positive results come from situations where parents are an integral part; materials are age-appropriate; staff is trained appropriately; culture and community are incorporated into the curriculum; and the staff/student ratio allows for a great deal of individual attention. Without those factors, the results may not be the same.*[55]

Studies have also shown that children of diverse populations benefit from integrated experiences at an early age. In terms of the integration of handicapped and non-handicapped students, strong evidence supports the fact that three to five year old children engage well with one another, regardless of the severity of handicap. Moreover, such integration enhances the social and intellectual development of both handicapped and non-handicapped children.[56]

Benefits also accrue to children who experience education in racially integrated settings. A seven-year study on the effectiveness of school desegregation produced by Vanderbilt University has shown that when desegregation begins in the earliest grades, achievement scores of minority students increase significantly and achievement gains are likely to be maximized. The study also revealed that achievement levels of young White children did not go down.[57] Again, such research suggests that the benefits of early childhood education extend into students' later years.

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From Preschool to Kindergarten

Cooperation among teachers in Baltimore County, Maryland has helped children make the transition between preschool and kindergarten. To aid children making the change, preschool teachers fill out a four-page Early Childhood Transition Form to give to the child's new kindergarten teacher.

The form includes evaluations of each child's social, language, motor, and physical development, as well as a description of the preschool program. In addition, teachers note any health problems and describe how well children can handle art materials. Parents must see and sign all forms before they are released.

For further information and copies of the form, contact Dr. Phyllis Riggleman, Baltimore County Public Schools, Towson, MD 21204.

PRESCHOOL BENEFITS 'OVERWHELMING,' HOUSE PANEL TOLD

WASHINGTON, June 12 (EDUSA)--High quality preschool programs "won't come cheap," witnesses told a House Education and Labor subcommittee today, but research has shown the long term benefits to be "overwhelming."

The increase in the number of children living in poverty is a sign that the benefits of preschool education are not reaching poor children, said Lawrence Schweinhart of the High/Scope Educational Research Foundation, although "these are the children who most need it." Longitudinal studies have shown that children who participate in preschool are better intellectually prepared for later grades, enroll less in special remedial education, drop out of school less often and commit fewer delinquent or criminal acts, he said.

Despite an "incredible growth" of preschool programs in the past 15 years, enrollments for poor children have not increased much, he said. Although the Head Start program costs nearly $3,000 per child, quality preschool programs can save as much as $28,000 per child in later educational costs, criminal justice expenses and social services and welfare, Schweinhart said. "Preschool programs provide the more positive experience in schools....making it less likely for students to engage in counter-productive activities," he concluded.

But programs are useless if they lack quality, said Helen Blank of the Children's Defense Fundn Blank noted a proposed $50 million preschool program being considered in Texas has targeted the teacher-child ratio of 22-to-1, far above the 5-to-1 ratio preschool experts recommend. A good preschool program is "comprehensive," Blank said, noting "a child can't learn if he is sick or hungry." Without increased federal support through Head Start and other programs, a "two-tiered system of preschool education" will be created, with children of wealthy parents enjoying quality programs and poor children left out, she said.

NORTH CAROLINA EYES PRE-KINDERGARTEN PILOTS

RALEIGH, N.C., June 6 (EDUSA)--Motivated by the "pressing needs" of working parents and latch-key children, a North Carolina study committee appointed by the state Dept. of Public Instruction has recommended that pilot programs be initiated providing pre-kindergarten services and day-care in public schools.

Among the statistics supporting the need for child-enrichment services is the fact that 65 percent of the mothers of the state's nearly half-million three- and four-year-olds work--but the parents of nearly 60,000 of these children cannot afford adequate day care. The report said a family income of "about $20,000" was the minimum to provide quality day care services, although the state's median family income is less than that.

The report pointed to several areas of concern; projected higher numbers of pre-school-age children by 1990, a substantial number of child abuse and neglect incidences, the growing number of latch-key children and the increase in dropouts and youth crime. The committee called for early education curricula which were "child-centered, emphasizing learning through exploration and designed to promote social, emotional and cognitive growth."

State Supt. Craig Phillips said the report supports his belief the public schools must take responsibility earlier in a child's life. "Very young children may find their future inside the four walls of a school," he said. Phillips will present the report, which calls for pilot day-care programs in the state's eight education regions, to the state board of education this fall.

ILLINOIS BOARD SEEKS FULL-DAY KINDERGARTEN

SPRINGFIELD, Ill., May 15 (EDUSA)--The Illinois State Board of Education has voted unanimously to work for legislation that would require school districts by 1986-87 to offer full-day kindergarten programs for all children and full-day preschool programs for those four-year-olds determined to be academically "at-risk."

The board wants legislation that will encourage school districts to provide full-day kindergarten for all children by next fall and then require them to provide it by the following fall. However, children would not be required to attend kindergarten or special prekindergarten programs under the legislation the board seeks. Out of the state's 1,004 districts, 17 currently offer all-day kindergartens while 775 offer half-day kindergartens.

State Supt. Ted Sanders said a state board publication, "There is convincing evidence of the academic benefits of early childhood education, particularly for those children determined to be academically at risk. There is also convincing evidence of the academic benefits of full-day kindergarten programs." He added that the vote represents the board's commitment to early childhood education.

The board's amended 1986 budget includes $3.1 million for screening costs of the preschool program for "at-risk" youngsters.

In other action, the board approved recommendations from a state task force on Hispanic dropout students, including establishing a uniform definition of dropout and recruiting and educating more Hispanic counselors.

CALIFORNIA DISTRICT REQUIRES KINDERGARTEN TEST

SAUGUS, Calif., April 11 (EDUSA)--Starting next year, the Saugus Union Elementary School District will begin requiring kindergarten pupils to do well on a test of basic skills before being promoted to first grade.

The district, about 30 miles north of Los Angeles, is the first in California to adopt an achievement standard for promotion of 5-year-old pupils from kindergarten, according to the state Dept. of Education.

Supt. James Foster said the 60-item test, developed primarily by the district's kindergarten teachers, covers reading, arithmetic, social studies and language.

The questions deal with ability to count to 30, write numerals 1 through 10, recognize letters of the alphabet, put a familiar story into proper sequence, identify consonants, sounds and shapes of triangle and squares and other skills.

Foster said no overall passing score has been devised, but that individual scores will be compared with the average results of all pupils tested to determine whether promotion is warranted.

Because kindergarten is not mandatory in California, the district cannot require pupils to be held back in kindergarten if parents insist on promotion and their children meet age requirements, Foster said.

But most parents are "increasingly sophisticated" and are aware that if their children are not prepared for first grade, it might be better for them to repeat kindergarten, he said.

Foster said the district feels pupils stand a much greater chance of success in school if they have the skills to do well in the next highest grade, which enhances their own confidence and self esteem.

He said no parents have objected to the new policy, which, he noted, is an extension of the district's long-standing practice of competency testing in numerous subject areas at all grade levels.

About 600 pupils at eight elementary schools in the district will be tested in the first round.

RESEARCH roundup

Volume 1, Number 1

November 1984

Effects of Early Childhood Education Programs

Christine Chaillé, Donna Barnes, Thelma Bessel-Browne, Karen Quigley

The concept of starting children's schooling earlier has attracted increased attention during the past few years, and proposed legislation to that end has in fact been introduced (unsuccessfully) in the Congress.

Some of the nation's leading educational statesmen and several education associations—NAESP among them—have suggested that early education would have a lastingly beneficial impact on children's subsequent performance in the classroom and contribute to the spread of educational excellence.

Moreover, educational considerations aside, there is an ever-increasing need for the care of young children of working parents. Testimony before congressional committees indicated that more than half of all women with young children hold down jobs, and that from two to four million such youngsters are left unattended for long periods each day.

Spurred by the social problems inherent in the pervasiveness of such "latchkey" children, and by the presumed benefits of exposing them early to a sound learning environment, the number of children who were attending school at ages three and four tripled between 1965 and 1980.

Nonetheless, there has been considerable uncertainty about what the long-term effects of preschool learning really are. Research based primarily on Projects Head Start and Follow Through seemed to indicate that the impact on academic achievement and intelligence fades out after children leave the programs.

More recent research, however, including that of the Consortium for Longitudinal Studies (reported by Lazar and Darlington, and highlighted below), offers strong evidence that quality preschool programs do in fact make a significant and lasting difference, particularly in terms of lowered rates of retention and a reduced need for special services. The research further suggests that the impact of early childhood programs may be "rippling" or oblique in nature: that is, instead of affecting academic performance directly, early childhood education experiences may have such other complementary outcomes as increased love of learning, improved classroom behavior, and the generation of stronger support in the family for the attainment of educational goals.

Thus it could be said that the most immediately apparent impact documented by the Consortium and others (including the Perry Preschool Project and the Early Training Project highlighted below) comes in the form of cost benefits to school districts and to the community at large.

Any conclusions must be tempered, however, by the nature of the available evidence. The focus of almost all of the research into the long-term effects of early education programs has been on disadvantaged children, or children at risk of failure. Further, most of the research available has been conducted on well-funded, high quality programs that may or may not be representative of programs that could be implemented by the public school system.

Moreover, the measures of effectiveness are limited—in part because measures for preschool children may themselves be of questionable validity, and in part because we may be evaluating inappropriate outcomes.

Summing up, although current research indicates support for the proposition that early childhood education has beneficial long-term effects, increased research clearly is needed.

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Donna Barnes, Thelma Bessel-Browne, and Karen Quigley are graduate students in the same department.

Prepared by ERIC® Clearinghouse on Educational Management

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

1 **Schweinhart, L. J., and Weikart, D.** *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15.* Ypsilanti, Michigan: The High/Scope Press, 1980. 110 pages. ED 204 426.

The Perry Preschool Project was initiated more than 20 years ago to see if a preschool program could act as the vehicle for altering the course of school failure that disadvantaged children seemed destined to experience. Researchers Schweinhart and Weikart hypothesized that providing children with a cognitively enriched and stimulating preschool environment as their first encounter with schooling outside the home would help them develop a sense of commitment and preparedness that would positively affect their subsequent school experience.

Schweinhart and Weikart shared with many other educators a keen interest in the long-term implications of such a program. Amazingly for longitudinal research, they have been able to keep in contact with 96 percent of their original pool of subjects!

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Besides processing documents and journal articles, the Clearinghouse prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area.

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In their 1980 report, Schweinhart and Weikart noted that the "Perry Preschool Program was found to have a significant and enduring positive impact on the scholastic performance, experience, and commitment of the children it served. Children who attended preschool were also less likely to engage in anti-social behavior in the classroom or the larger community."

The project, which was in operation for 5 years, involved 129 black children from Ypsilanti, Michigan. All these children were from economically disadvantaged homes and had IQs of between 70 and 85 at entrance. The children were randomly divided into an experimental group (N = 58) and a control group (N = 65) maintaining a balance of sex and socioeconomic status between the two. The experimental group attended Perry Preschool for 12-1/2 hours per week for 30 weeks (either one or two years). In addition, home visits occurred weekly, lasting about 90 minutes. The teacher/child ratio was 1:5 and 1:6, the curriculum was increasingly influenced by Piagetian theory, and the children were involved in the planning of many of their own activities.

Although disappointment was expressed by some that an initial 12-point IQ gain by the experimental group over the control group had disappeared by second grade, Schweinhart and Weikart emphasize many other ways in which the experimental group "stayed ahead of" the controls throughout their school careers. The 1984 report points out that "by the time they reached age 19, 67 percent of the youngsters who attended preschool graduated from high school while 47 percent of the nonpreschoolers graduated."

Additionally, the findings show that at age 19, 58 percent of the former preschoolers were working compared to 32 percent of the control group. Only 17 percent of those who had attended preschool were receiving welfare (on their own) as opposed to 37 percent of the control group. There were far fewer teenage pregnancies and reported arrests among those who had gone to preschool versus those who had not.

In essence, the significance of the preschool experience was not necessarily to be found in enduringly elevated IQ scores but rather in the fact that the disadvantaged children who were exposed to it were less likely to be kept back in school and were less likely to be placed in special education classes, throughout their elementary and middle school careers. Teachers consistently reported that the children with preschool experience behaved better in the classroom and appeared more interested and curious than their counterparts.

Finally, the parents of the children who attended preschool indicated greater satisfaction with their children's elementary and secondary performance than did control parents. Further, throughout the years the children themselves have acted as if they place a higher value on learning than their peers who did not have the opportunity to share their preschool experience.

2 **Consortium for Longitudinal Studies.** *Lasting Effects after Preschool.* Final report. 1978. And *Persistence of Preschool Effects: Status, Stress and Coping Skills.* Final report. 1981. Washington, D.C.: U.S. Government Printing Office.

Many of the preschool programs provided for low income children in the early 1960s were based on the belief that early intervention would contribute to their intellectual and social growth. By the early 1970s, however, many critics were questioning whether such programs were exerting anything more than a temporary impact.

In 1975, partially in response to this controversy, the Consortium for Longitudinal Studies was formed. The Consortium was composed of people who had independently conducted research on the efficacy of early childhood programs in the early 1960s, together with some independent researchers. Included in it were researchers who had participated in the Perry Preschool and Early Training projects highlighted in this review.

The original researchers agreed to send the raw data from their studies to a common data bank, and also to launch follow-up procedures with as many subjects as could be found from the original studies. Two follow-up studies were conducted—one in 1976 and one in 1980. In 1976, the Consortium was able to find 2,008 children from 11 projects—a median recovery rate of 74 percent. Four years later, 1,104 participants from eight projects were located and provided follow-up data—a median recovery rate of 79 percent.

In studying these children, members of the Consortium decided to collect five kinds of follow-up information—the results of individual IQ tests, data from school records, scores on standardized achievement tests, interviews with parents, and interviews with the children themselves. Analyses compared the findings for control children with those for children who had participated in preschools. These results were then pooled and analyzed statistically.

In this exercise the Consortium was seeking answers to such questions as these: Does participation in preschool programs affect children's IQ, achievement, and success in school? Does such participation affect their goals and their attitudes toward themselves and toward school? Does this early participation in education affect the pursuance of further education, and the kinds of jobs the participants ultimately get?

The Consortium found that children who participated in preschool programs:

- increased their IQ scores significantly, an effect that was maintained for three to four years
- did better on achievement tests in reading through the third grade and better in math tests through the fifth grade
- were less likely to be placed in special education classes, an effect maintained through the twelfth grade
- were more likely to be promoted with their class
- were more likely to earn a high school diploma
- had higher occupational aspirations and expectations

In addition to such findings as these, the Consortium reported that indirect effects of the preschool programs included a heightening of parents' aspirations for their children and greater motivation on the children's part. The Consortium noted that in attempting to analyze the characteristics of effective preschool programs, it encountered difficulty in disentangling the various factors involved and felt that that future research would advisedly examine the following characteristics:

- The earliness with which "early" intervention is begun
- Services provided to the parents as well as to the child
- Frequency of home visits
- Involvement of the parents in the instruction of the child
- Teacher-to-children ratios

3 **Woodruff, Bobby J.** *Two Tennessee Studies of Kindergarten Relationships to Grade Retention and Basic Skills Achievement: A Comparison of Grade Retention and of Basic Skills Test Scores of Pupils Who Did and Who Did Not Attend Kindergarten.* Charleston, West Virginia, and Nashville, Tennessee: Appalachia Educational Laboratory and Tennessee State Department of Education, 1980. 21 pages. ED 204 368.

Bobby J. Woodruff's report of two Tennessee studies focused on two kinds of information: First, whether scores on the Tennessee Basic Skills Test of eighth-grade students who attended kindergarten in 1971-72 differed from the scores of those who had not attended kindergarten; and second, whether the incidence of grade retention (or non-promotion) of students who attended kindergarten differed from that of students with no kindergarten experience.

With regard to the Tennessee test, in an examination of the scores of 64,000 eighth-grade students (66 percent of whom had attended kindergarten), those for children who had attended kindergarten stood out clearly. Woodruff concluded that the test results indicate that kindergarten attendance has a significantly beneficial long-term inpact on academic performance. This study is seen as being especially meaningful in that it included such a large number of subjects—all of Tennessee's eighth-grade pupils, representing all socioeconomic levels—and such a wide range of kindergarten experiences.

With regard to retention, an analysis of a sample of nearly 6,000 students in fifth through eighth grade revealed that the incidence of retention was considerably less for students with kindergarten background than for students without it. The study of retention supports similar findings elsewhere. In economic terms, the cost of the differential retention is estimated to be nearly $2.5 million annually in Tennessee.

4 **Beller, E.K.** "The Philadelphia Study: The Impact of Preschool on Intellectual and Socioemotional Development." In The Consortium for Longitudinal Studies, *As the Twig Is Bent...Lasting Effects of Preschool Programs.* Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers, 1983. (This book contains an excellent description of all the projects cited in these pages.)

The Philadelphia Study, described by Beller, examined whether the length of attendance at preschool affected the intellectual and socio-emotional development of economically disadvantaged children. The study involved 163 children drawn in 1963 from four public schools located in an urban slum area of North Philadelphia. The children formed three groups, one having two years of preschool experience (nursery school and kindergarten), one having one year of preschool experience (kindergarten), and one with no preschool experience. The children's progress was followed through the end of the fourth grade and then taken up again six years later, in the tenth grade, as part of the Consortium for Longitudinal Studies follow-up.

In evaluating the effect of length of preschool experience, the researchers used a range of tests dealing not only with intellectual functioning (aptitudes, achievment, attitudes, and motivation) but with social, motivational, and emotional functioning as well. They also examined the interaction effects of length of preschool with the variables of sex and family background (single parent, both parents working, etc.).

While acknowledging that assessing long-term benefits of preschool experience is a complex undertaking, the report cited some distinctly positive findings. It noted, for example, that as measured by the Stanford-Binet and Goodenough IQ test, and assessed annually from preschool to the fourth grade, intellectual aptitude was significantly affected by earlier entry into preschool. Many other positive effects of preschool experience were found in other areas, including retention in grade, attitude toward sex roles and family roles, achievement and endurance, motivation, ego development, and ego function in adolescence.

Because of the complexity of its findings, this study offers some important lessons for evaluating the long-term effects of preschool. Moreover it clarifies the basic question, which becomes: "Which children benefit in what way at what age from how much preschool experience?"

5 Gray, S.W.; Ramsey, C.; and Klaus, R.A. *From 3 to 20: The Early Training Project*. Baltimore: University Park Press, 1982.

The Early Training Project—from May 1962 to the summer of 1965—involved 90 children in a preschool program that combined an intensive 10-week summer group experience with a series of weekly home visits during the school year. Most of the children were enrolled for two or three summer sessions.

The program was designed in response to concern by local school officials over what seemed to be a pattern of progressive retardation for many children enrolled in the public elementary schools of a Tennessee town of 22,000.

The Early Training Project concentrated on enhancing two aspects of development deemed necessary for success in school but frequently missing in the children's home environment: (1) aptitudes in the areas of language, forming concepts, and perceptual development; and (2) particular attitudes that produce motivation to achieve in the classroom, ability to delay gratification, persistence, and identification with appropriate role models.

The findings of this longitudinal study suggest that "the experimental children in the Early Training Project were superior to the controls through the end of the fourth grade." The most significant long-lasting difference was in indexes of meeting school requirements, an example being that fewer of the experimental children were to be found in special education classes. Researchers Gray, Ramsey, and Klaus further suggest that the Early Training Project aided in the preliminary development of a "proactive life style" that enabled children to view school more positively and receive greater benefits from their school experience.

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Special Report:

EARLY CHILDHOOD EDUCATION

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As the Twig Is Bent . . .

When we started to assemble the special report on Early Childhood Education for this issue, we envisioned a straightforward look at the kindergarten as a gateway to formal learning. There seemed to be general agreement among educators that while the traditional half-day kindergartens had done an adequate job of preparing five-year-old children for the first grade and beyond, they could be much better if they went to full-day programs and enrolled four-year-olds. Right?

Wrong.

The more that we learned about early childhood education, the more we came to understand the dilemma of the principal attempting to structure the kindergarten to meet demands that seem almost impossible to satisfy.

On one side are those who insist that children are never too young to learn. In *The Paideia Proposal*, Mortimer J. Adler insists that "from the moment of birth children are capable of learning," and that as many as three years of preschool tutelage might be needed to overcome learning deficiencies in the home environment.

On the other side are those who warn that most five-year-olds are physically and emotionally unready for the rigors of a full-day kindergarten, and four-year-olds even more so. "We have data which say absolutely that if you 'structure' too quickly you kill creative thinking," says Sharon Lynn Kagan, an assistant professor of education at Yale University. "Kindergarten should be a . . . time to socialize, a time to elevate the child's motivation."

Taking *both* sides of the Great Kindergarten Debate is a great and vocal army of working mothers who want their young children in school at the earliest possible age and for the longest possible school day. Some of them insist that kindergarten be a learning year, where children master math and reading skills now usually deferred until the first grade. Others are content to use public schools as day care centers for children as young as three years old.

If there is one indisputable fact about early childhood education, it is that there is going to be a lot more of it in the years ahead. In the statistical section of our special report, the numbers are impressive. More than 80 percent of all five-year-olds are now enrolled in preschool programs, compared to 70 percent in 1970. So are more than 35 percent of all three- and four-year-olds, up from about 20 percent in 1970. Combined, they form a preschool cohort of 6.2 million children that will increase by a million in the next decade.

How and what should they be taught?

About a third of the kindergartens in the U.S. now offer full-day programs—double the number that existed in 1970. Many states and districts that once offered kindergarten as a voluntary program have made it mandatory, and some have gone a step further and made the kindergarten year mandatory for four-year-olds.

In many kindergartens, blocks and dolls have given way to pencils, workbooks, and even computers. In Los Angeles, kindergartners get homework assignments. In Minneapolis, kindergarten students must pass a competency test for promotion. They have to recognize the letters of the alphabet, name the basic colors, know numbers up to 31, add coins to equal 10 cents, and answer 60 oral questions. Last year, 291 of 3,010 failed. Of that number, only 54 were able to pass when retested after a summer of remedial work.

Maybe that is a foretaste of the kindergarten of tomorrow. But we feel there are more painless alternatives that recognize and try to accommodate children of very different family backgrounds and maturity levels. We are presenting several of these alternatives in our special report.

In "Parents as First Teachers," Mildred Winter tells about an innovative Missouri program where parents are taught to develop learning skills in children from birth to the age of three.

In "A Two-Year Kindergarten That Works," NAESP President James L. Doud and Judith M. Finkelstein explain how four- and five-year-olds can be successfully combined in a two-year curriculum.

Carol Seefeldt upholds the virtues of the traditional kindergarten in "Tomorrow's Kindergarten: Pleasure or Pressure?" She feels that children can have fun *and* learn, with the right kind of classroom and the right kind of teacher—one who specializes in early childhood education.

The lead article in the special section makes no specific recommendations. In "The Three Worlds of Childhood," Urie Bronfenbrenner warns of the changes in family structure that threaten a child's links to home, school, and community. An international authority on family organization, Bronfenbrenner presents a thoughtful and sobering case for the school as a primary source of human development.

Perhaps, after reading the special report, some of you would like to share your thoughts on early childhood education. We feel that it is one of the most important areas in education today, and we intend to present additional information in forthcoming issues.

We can't promise to resolve the debate over whether preschool education should begin at the age of four instead of five, but we can provide a warning of what to expect if you decide to teach three-year-olds.

Confronting a class of three-year-olds as part of an experimental program in New Jersey, the teacher asked the children to form a line. When they failed to respond, the teacher was puzzled until one of them piped up: "What's a line?" *L.E.G.*

THE THREE WORLDS OF CHILDHOOD

Urie Bronfenbrenner

In an era of rapid social change, can schools accommodate the broader needs of a fragile new generation?

I was trained originally in education, and started my career as a school psychologist because I was convinced the school offered the best hope for realizing untapped human potential. With more than 40 years of experience behind me, I can reassure myself that I was not wrong in that belief—just incomplete. Indeed, the research results of the last 20 years indicate that schooling has even more profound effects, is even more consequential for human development, than was previously recognized. But the same also holds true for the peer group, the work place, the neighborhood, religious institutions, and other aspects of community life. Important as school and community are, the family is even more critical for our development as human beings. This is so for three reasons that emerge from scientific findings of the past two decades:

First, the research reveals that the family is the most humane, most powerful, and most economical system for making and keeping human beings human.

Second, the evidence shows that the family determines our capacity to function effectively and to profit from experience in the other settings of life—school, peer group, higher education, business, community, and the nation as a whole. In all these settings, what we learn, as well as what we can contribute, depends on the families we come from and the families in which we now live. This is true from early childhood until the day we die.

The third reason why the family is so important is its vulnerabilities. To a far greater extent than we have previously imagined, the capacity of the family to function effectively, to create and sustain competent and compassionate human beings, depends on what happens in the other contexts that I have mentioned—in the school, the peer group, the work place, the community, and the nation. All of these contexts, including the family, are mutually interdependent.

What has been happening to families, schools, and communities in the United States?

One critical change has been an increase in maternal employment. Everywhere, mothers are entering the labor force. Among two-parent families in the United States, that proportion is now 57 percent of all mothers of children under 18, and 46 percent for mothers with children under three—the fastest-growing group of working mothers.

Clearly, here is a situation that requires an accommodation. Somebody has to take care of the children while the mother works. If her children are not in school, then somebody has to take care of them quite a bit of the time. If the youngsters are in school, then somebody has to take care of them after school.

We have created many such arrangements, most of them *ad hoc* and informal. Mothers have their children looked after by a relative, a friend, a neighbor, an older child, a retired person, or a day care center. Often the arrangements differ from one day to the next, or even within the same day. A child may go to a day care center in the morning and be watched by a neighbor in the afternoon. The next day the child may require a babysitter. The mother must keep it all straight and arrange for the transportation. It is a hectic world, even for the well-to-do.

Another critical change is the increase in single-parent families, which presently include more than a fifth of all the nation's children. It is estimated that, within the next decade, half of all the children in the United States will be spending a significant part of their lives in a single-parent family. Although the divorce rate in America has begun to level off, this trend has been more than counterbalanced by a marked increase in unmarried mothers—particularly teenagers. In the United States today, four out of every ten females under the age of 19 become pregnant, and half of them have a child. Accommodating them is far more complex than accommodating working mothers.

Urie Bronfenbrenner is the Jacob Gould Schurman Professor of Human Development and Family Studies and of Psychology at Cornell University in Ithaca, New York.

This article is adapted from a presentation for the first national conference of the Australian Association for Early Childhood Education, delivered in June 1984.

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There are many other changes that affect both the family's internal structure and the external circumstances under which the family lives. For example, more and more unmarried couples are living together, and often having children. There is also increased remarriage of divorced parents, producing so-called "merged" or "reconstituted" families. More and more persons are living alone, especially those between the ages of 25 and 34—the optimal years for women to bear children.

Families are also getting smaller. Not only are there fewer children per family, but fewer adults. Extended families, containing other members besides husband, wife, and children have been disappearing in the United States.

Still another striking difference is the shorter period devoted to childbearing in a woman's life. It has gone down from 14 years a couple of decades ago to less than seven years today. Nowadays, mothers are having all their children within that relatively short timespan. Women no longer spend most of their lives raising children.

Notice what all this means. On the one hand, mothers can now engage in other kinds of activities besides childrearing for most of their adult lives. On the other hand, both fewer people and less time are available for taking care of children, or of anyone else for that matter—be it the old, the sick, the handicapped, the lonely, or someone who may need the help of another human being. Everybody is too busy. This also means that neither children nor adults are acquiring as much experience with, understanding of, or motivation for caring. Caring is becoming a lost art—but a growing and profitable profession.

We have moved from family care based primarily on the personal ties of kinship and neighborhood to care provided through specialized, impersonal, professional services. Recently, a major social agency in a large city distributed copies of its brochure. Here is an excerpt:

> *Services are available to all: the married and unmarried, couples, singles, youths living away from home, single-parents, the separated, the divorced, the widowed, all income levels and all races.*

The rest of the booklet contains a series of paragraphs under such headings as: Individual Counseling; Marriage and Relationship Counseling; Family Counseling; Parent-Child Counseling; and Separation and Divorce Counseling.

Not only are there fewer children per family, but fewer adults. Extended families, containing other members besides husband, wife, and children have been disappearing . . .

In providing such professional care for families, most agencies rely on what can be called a "deficit model." To qualify for help, potential recipients must first prove that they or their families are inadequate. They must do so in writing, with corroborating documentation, so that there can be little doubt that they are, in fact, the inadequate persons they claim to be. Moreover, to obtain needed help, potential recipients must first be classified by the types of problems they represent. The only way in which they become whole human beings again is to have enough things found wrong. Then they can be defined, and dealt with, as "problem families"—or, better still, "multiproblem families."

The deficit model threatens to become a pervasive feature of the world in which many of today's families are living. But there are other predominant features as well. Here are some of them:

Geographic mobility. Nowadays, families frequently move from place to place. The well-to-do move to better jobs, the poor to find a job, or to avoid paying the rent on housing they can no longer afford. Even those who maintain a permanent residence often have to commute long distances in slow rush-hour traffic. Modern families are on the move.

The complexity of daily schedules. In the United States, the typical family is one in which both parents work. This fact, combined with the other social changes mentioned earlier, often produces a situation in which families are living by a daily schedule that is extremely hectic and stressful, as both parents try to coordinate the disparate demands of family and job in a world in which everyone has to be transported at least twice a day in different directions—often at the same time.

The erosion of neighborhoods. The lives of families are further complicated by a breakdown of interpersonal links at the local level. With everyone in the neighborhood going to school or work during the daytime, with kin scattered all over the country, and with neighbors frequently changing, there are fewer persons to whom one can turn for practical assistance or emotional support in times of emergency or stress. How many of you know the names of the children who live two houses or two apartments away from you? For that matter, how many of you know the names of the *adults* who live there?

The segregation of neighborhoods. If you do know your neighbors, who are they? How different are they from you? Neighborhoods have long been segregated by social class and ethnic background, but today there are new kinds of segregation. To name but a few, there is now segregation by age, with young marrieds living in one part of town, those with school-age children in another, and those with teenagers in yet a third. Then there is segregation by sex, with entire neighborhoods comprised almost exclusively of single-parent families, or neighborhoods in which there are no children at all.

Finally, there are the decaying neighborhoods that breed crime, drugs, and danger, and where it is unsafe for a woman and her child, even in bright daylight. Such community segregation used to be found only in large metropolitan centers, but within the past ten years the same trends have begun to appear in smaller cities and towns—and even in rural areas.

Indeed, if one compares the statistics for single-parent families, two-wage-earner families, teenage pregnancy, delin-

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quency, and crime, the figures in the United States for middle-class families today resemble those for working-class and poor families in the 1960s.

The poverty gap. The most rapid, the most recent, and the most consequential change is the widening gap between poor families and the rest of Americans. In 1983 one-fifth of all American children under three were living in families below the poverty line. Only a year later, that figure had risen to one-fourth.

American poverty comes primarily from two sources. The first is single parenthood. In the United States, to become divorced, or to become an unwed mother, usually also means being poor. This phenomenon has been referred to as the "feminization of poverty." But in recent years, single-parent mothers are not alone in lacking adequate financial resources to maintain their families. The second growing group of poor families are those headed by unemployed men. In the United States, we are moving toward a two-class society: those who have credit cards, and those who don't. As the rich get richer, the poor get poorer.

What about schools? Are they also changing? Yes, but mainly in ways that we have failed to recognize and accommodate. What has changed mainly about schools is who is going there.

The first fact to recognize in this regard is that schools must now meet the needs of the children of family change—new kinds of families living under new kinds of circumstances. Today the majority of children are going to school from homes in which both parents work, often full time. The implications of that simple fact are perhaps best recognized by the often unanswered questions that it raises. For example, who is there for these children when they come home from school? What often happens is that children are most influenced not by adults, but by their peer groups, youngsters of their own age.

Consider another contemporary trend. The latest data reveal that 50 percent of all high school students are now working part-time, sometimes up to 40 or 50 hours per week. This is posing a major problem for the schools. For example, how can teachers assign homework with any expectation that it will be done?

What has changed mainly about schools is who is going there . . . Today the majority of children are going to school from homes in which both parents work, often full time.

Given these facts, can schools simply continue to deal with children and parents as they always have, or are new approaches needed? And if so, are schools alone equal to the task? Do we need to evolve additional kinds of structures to meet the new needs of school-age children and their parents? This question takes on a new dimension in the light of yet another changing reality.

It is not just children who are coming to school from "another world": so too are many of their teachers, their principals, and other school personnel. For more and more of them are also parents in families where both husband and wife are working, or one is a solo parent. And all have to contend with the growing dislocations and stresses of modern family life. Under these circumstances, can school personnel be expected to step into the breach for other people's children at the risk of neglecting their own?

To answer this question, we need to know the nature of the cost involved and of the possible benefits gained. First, what are the consequences of perpetuating the *status quo*—that is, failing to accommodate the social changes that are taking place? Second, if we wish to accommodate, what are the counter-strategies that can be used—counter-strategies for caring? Let me begin with an analogy.

Human development can be thought of as taking place on a moving train. You can, of course, walk back and forth from car to car, but what really matters is where the train is headed—to heaven or to hell. The question then becomes: which train are you on, and can you change trains at stations along the line? Some societies provide such opportunities; others don't. Whenever a change is possible, there will be people who will try to switch, and will even succeed, often against what may seem to be overwhelming odds. But most of us stay on the same train, so let us take a look at the various stations along the line.

The first stop on the road to hell comes almost immediately after you get started. It has a curious name: "death at birth." In the United States, which probably has the lowest death rate at birth of any nation in the world, the train rarely stops here. That's the good news.

Now for the bad news. It comes at the next station along the road that is so well paved with good intentions. In the United States, the chances are fairly high that this same human being, having survived childbirth, will be dead within a year. In terms of infant mortality (death in the first year of life), about 17 countries have lower rates than we do. If the mother's skin happens to be black, she is twice as likely to have her baby die in its first year of life than if she happened to be white.

And it is not only a matter of dying. Those who survive the first stop remain at risk, for they are likely to suffer other complications and to experience trouble later on in the form of school problems, with all the consequences that brings for their future.

A Helping Hand to Change Trains

Are these consequences inevitable, or can they be averted? To return to our metaphor, is there some possibility to change trains? Yes, there is an alternate route available. It is perhaps best depicted in a recent TV series called "Your Children, Our Children." In one segment we see what happens when a young, poor Louisiana mother brings her newly-saved baby home from a well-equipped medical center in New Orleans. The baby soon dies despite the heroic efforts and anguish of the mother and her friend next door. The mother was told to take the baby back for a check-up, but there was no public transportation and she couldn't find anyone to drive her to the hospital.

The scene shifts to another Louisiana parish where an unpretentious, elderly black woman, with a car at her disposal, regularly visits pregnant teenage girls. As she sits among a group of pregnant teenagers, one of the young women says, "Mrs. Jones, you're just like a mother to us." Mrs. Jones answers, "That's right, honey. That's what I am paid to be." In fact, Mrs. Jones is a practical nurse, practical social worker, and a practical everything else, for which she is paid the handsome salary of $4,000 a year. On that salary she has managed to reduce the infant mortality in the parish by half and, no doubt, prevented much damage to those who have survived.

The specific program I have just described illustrates one of the most powerful principles that has been discovered in the realm of constructive intervention strategies. I call it the *third party* principle, and in recent years, a whole series of investigations have demonstrated the power of third parties to enhance the course of pregnancy, the subsequent quality of the parent-child relationship, and the well-being of the infant. When such third parties are present, the mother is able to get in tune with her infant sooner, and the infant develops more rapidly. Recently, I came upon a study in which the children of such assisted mothers were followed up through entry into school. The results indicate that, compared with a matched control group, these youngsters exhibited fewer behavior problems, had less antisocial behavior, and scored higher on cognitive tests.

Even with effective intervention strategies, the long-range prognosis for teenage motherhood is not favorable, either for the mother or for the children. In the United States these mothers often drop out of school, remain single, or experience unstable or conflictful marriages. They also have a poor work history; and their children, as they grow older, are also likely to become unwed teenage parents.

Teenage pregnancy is but one in a series of station stops that occur along our metaphorical journey to hell after children enter school. For children of teenage mothers, the ride through the elementary school years often is marked by withdrawn or aggressive behavior. Such youngsters are frequently inattentive; their schoolwork is poor; there is increased truancy and dropping out. As the youngsters approach adolescence, there comes a familiar set of station names: smoking, drinking, early sex activity (often leading to unmarried parenthood), juvenile delinquency, and drugs. Beyond lie stations with names like marital discord, divorce, joblessness, and adult criminality.

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Of course, only a minority of children travel down this road. Most are able to take the other track—the one that goes to heaven. But the important thing is that even the downward journey is not inevitable, for the sequence can be broken through counter-strategies that are now being discovered, applied, and proven effective.

If no counter-strategies are applied, if there are no accommodations to the social changes that are taking place in contemporary societies, then there is every reason to expect that more and more children, adolescents, and young adults will find themselves impelled on the rocky road that I have described. The risk is especially great, but still avoidable, for children and youths who today live under certain conditions that are occurring more frequently as a result of social changes.

As revealed by recent research, these circumstances of special vulnerability are, in descending order of risk: poverty; inadequate health care; unemployment of the breadwinner; unwed motherhood (especially in adolescence); divorce (but not widowhood); families in which both parents work full-time in the absence of third-party support or the husband's participation in child-rearing activities; families living in unstable environments, characterized by frequent changes and irregular schedules; and families in which the wife is neither working nor active in community affairs.

Diverse as these conditions may appear to be, all contribute to an unravelling of the social fabric that sustains and connects the child's three worlds of school, family, and community. What we need to do is to reweave that unravelling social fabric. How can that be done?

First, and foremost, there are certain conditions that are *sine qua non*—they *have* to be met. These include quality health care, adequate income, and employment for the breadwinner. Needed resources and services must be provided without regard to the type of family structures, and in a fashion that avoids a deficit model and preserves the dignity and status of family members. This can be best accomplished by policies and practices that minimize bureaucratic procedures and maximize response to human needs. Here are some illustrations.

On a recent visit to Alice Springs, Australia, I noticed a large poster on the hotel's bulletin board. At the top, in large letters: "KIDS IN ALICE." Below, a listing of addresses and phone numbers of every kind of service for children and families that you could imagine—Nursing Mothers' Association, Aboriginal Child and Family Services Centre, Speech Therapist, Toy Library, Emergency Home Help Service, you name it. Identical posters could be seen all over town. Alice Springs is a community that cares. What is important is not only that the services are there, but that everybody knows they are there. Here is a formal device—posters in public places—that fosters the development of an informal support system, a network connecting people to the services they need, and to each other.

Australians are not only ones to be inventive in behalf of children and families. In Switzerland, some cantons have a law requiring that any new multiple-housing

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project must provide for residents of different kinds: families with children, student-age youth, older people, the handicapped—all the varieties of people or families that might want to live there. Another law prohibits building any housing for the elderly without facilities that can be shared in common with a preschool or a school—facilities like a gym, a swimming pool, or an arts and crafts room. I was partly responsible for getting something similar started in my hometown of Ithaca, New York, several years ago. Our eighth graders attend music and singing classes jointly with senior citizens, and they give concerts together.

Another setting that is being revolutionized is the world of work. Many countries, especially in Europe, have introduced a new kind of fringe benefit—*parental leave*. For a prescribed number of days each year, either parent can take time off from the job for no other reason than to spend time with one's children. Another beneficial change is *flextime*—a flexible work schedule that permits one to be at home when most needed, for example, when the children return from school.

Effective support systems can also be based on custom. For example, many work places allow employees to make and receive telephone calls to and from their families during working hours. In the Soviet Union, there is a custom that each office, factory unit, or work organization "adopts" a group of children, such as a classroom, a hospital ward, or a preschool group. The workers visit the children, and invite them to visit in return. They take the youngsters on outings, get to know their teachers and parents; in short, the adults and children become friends.

Equally important is the building of linkages between home and school. Here I would like to cite one of my favorite American examples. More than a decade ago a woman named Mildred Smith designed an experimental program to improve school performance among low-income minority pupils in the elementary grades. The project involved approximately 1,000 youngsters from low-income families, most of them black. The principal strategy employed for enhancing the children's school performance was that of involving parents and teachers "as partners, not competitors in the child's learning process."

Perhaps what we need to do is to film documentaries of such innovative school programs . . . Children who are learning are the most photogenic creatures in God's world.

A core group of low-income parents was asked to carry out a door-to-door campaign mobilizing all parents to become involved in a program to help their children's learning in school. Youngsters were given tags to wear home that said: "Please read to me." Older children wore tags imprinted: "May I read to you?" Business students from the high school typed and duplicated teaching materials, thus freeing teachers to work directly with the children. Teachers' inservice sessions focused on the influence of environmental factors on classroom behavior and performance.

In short, reciprocal support systems were established for all participants in the program. Unfortunately, measurements of outcome were limited only to gains on tests of reading achievement, which were substantial. One other item deserves special mention: the overwhelmingly favorable reactions to the program obtained in a questionnaire sent to the parents. It brought a gratifying response rate of 90 percent, unusually high in work with low-income families.

Perhaps what we need to do is to film documentaries of such innovative school programs. Research reports are important, but there is nothing more contagious than seeing the reality of a program that works and the joy of success in the faces of parents, teachers, and the children themselves. Children who are learning are the most photogenic creatures in God's world.

Let me end with an example from Australia. At airports and many public places, one sees a poster distributed by the Australian Department of Social Security. On that poster, this sentence appears in 16 languages: "If you need an interpreter, call this number." In the center of the poster is the following in English:

If you have friends who cannot speak English, give this number to phone for assistance. Interpreters are there 16 hours a day, seven days a week. They can help get a doctor, ambulance, fire brigade, or police. They can often help with practical and personal problems. This service is free.

When I praised the Minister of Social Security for making translators available on so broad a scale, he gently corrected me: "These are not translators, professor, they are *interpreters*. You see, we are training a new cadre of personnel who can walk and talk between two worlds to make sure that all citizens know and use the benefits for which they are eligible, and that the society is aware of the needs of all its children."

I commend such strategies to you as ways that can help to reweave the social fabric of our changing society, and to rebuild the essential linkages between the family, the school, and the community.

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TOMORROW'S KINDERGARTEN: PLEASURE OR PRESSURE?

Carol Seefeldt

**Don't give up on the kindergarten.
The kids may be noisy, but they are learning a lot more
than you think.**

The room is noisy and alive with activity. A group of children wearing hats, their shoes stuffed into oversize adult footwear, is preparing for a "shopping trip," arguing loudly over who has misplaced the "car keys." Two children are painting at a double easel, splashing huge dollops of red and green paint over large sheets of paper. Others are building with blocks on the floor, and a number are sitting together at a table, chanting nonsense words as they glue bits of shiny paper, feathers, and leaves to cardboard squares.

The teacher is hard to find among all the activity. Finally you spot her on the floor playing a board game with several children. As you watch, she leaves this group and joins some children playing with Tinker Toys at a table.

This happy scene of children living and learning together in the kindergarten has been a part of public education in our nation since 1873, when the first public-school kindergarten was established in St. Louis. Over the last half-century, the kindergarten has become a familiar, pleasant, and profitable experience for five-year-olds. In half-day programs, they played together, took part in small and large group activities, became familiar with the symbols of words and numbers, and eagerly anticipated the first grade and the commencement of formal schooling.

There was no need to hurry them into early academic achievement. Everyone accepted the fact that five-year-old children needed time to grow, to learn concepts, to solve problems, to learn to work with others. There would be plenty of time for academic achievement later on.

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But in the 1960s some disturbing events intruded into the blissful world of the kindergarten. Spurred first by the race for space that followed the successful launching of Sputnik, and then by the war on poverty, public attention focused on improving American education at all levels—including the kindergarten. The theory that took hold was that it was never too soon to begin educating children, and that early educational experience could be related to later academic achievement. Jerome Bruner (1960, p.12) added fuel to the fire by stating that a child could be taught anything in some intellectually honest form at any age. Suddenly Head Start, Home Start, and a seemingly endless succession of achievement-oriented models appeared on the early childhood education scene.

The pressure was on. Terms like behavioral objectives, mastery learning, and accountability became part of the kindergarten teacher's vocabulary as the five-year-olds were pushed, molded, and readied to get us to the moon or break the poverty cycle by gaining a year of early educational experience. It was no longer enough for children to experience a happy, successful year of learning in kindergarten; now kindergarten had to provide an educational payoff for the taxpayers.

And pay off it did! A 16-year study of a Head Start program in Ypsilanti, Michigan, reveals that early educational experiences can pay off to the tune of $8,000 per student per year. There is convincing evidence that children who experience a year of Head Start are more likely to graduate from high school, to enter college, and to hold jobs. They are less likely to repeat grades, to require remedial education, or to wind up in jail or on welfare rolls.

These documented payoffs have spawned a new movement in the field of early education. In many states, kindergartens are no longer voluntary. Delaware, South Carolina, and Kentucky now require a year of kindergarten as a prerequisite for the first grade. In Minneapolis, kindergarten children have to pass a promotion test to enter the first grade. If they don't pass, they must participate in a year-long remedial program to qualify, a regimen that led one educator to exclaim, "Once upon a time only Harvard, Stanford, MIT, and places like that were hard to get into" (Hymes, 1984, p. 12).

More than a third of all kindergartens now have full-day programs, and their numbers are growing. Some full-day kindergartens have been established in response to changing family patterns. With so many children under the age of five living in single-parent families, and half of all mothers of children under the age of five employed outside the home, today's fragile American family needs the support of a full-day kindergarten.

More frequently, however, the full-day programs are promoted because of an attitude among some educators that "children need a longer kindergarten day in order to get ready for first grade. [Longer days] allow students more time for hard-core learning activities in reading, math, and writing" (Hymes, 1984, p. 12).

Today, kindergarten is no longer just for five-year-olds, but for four-year-olds as well. Texas, Michigan, Alaska, Washington, South Carolina, and Maryland are among the states either considering or implementing kindergarten programs for four-year-olds. The justification seems to be that if early educational experiences do "pay off" or save money in the long run, why not begin earlier and reap even greater payoffs?

Not only has the kindergarten been expanded to a full day, with four-year-olds included, but the program has changed as well. That happy kindergarten scene of children dressing up, building with blocks, and painting is too often being replaced by vistas of workbooks, rote memorization, and high-pressure academics.

When the goal is to ensure a payoff, there is no time to waste. The children's garden is becoming a pressure cooker where "two workbooks in a 2½-hour session, with a maximum of 10 minutes of play, are not uncommon" (Hymes, 1984, p. 12).

Will the new kindergartens pay off? Or will the new pressures mean the end of the kindergarten's traditional role? Maybe it's time to take a good look at the stakes.

At four and five, children are ready for school, but not for academic pressure. Driven by boundless curiosity, they are eager to know and to learn. They want to explore the world around them, to take it apart, to poke at it, to try it out, and to ask endless questions about it.

They are good learners. In their few short years on this earth they have learned to distinguish sounds, faces, and people. They know many concepts. They have a firm grasp of language. They can run, jump, climb, and skip. But they can't be pushed.

If the pressures for early achievement have changed and intensified, the way that four- and five-year-old children grow and learn has not. If the world around them has changed, they have not. There is no way to speed up the way they grow, develop, and learn.

If kindergarten is to really pay off, whether for fours or fives, full-day or half-day, programs must be based on the children's need for mental, physical, and social activity. The curriculum must revolve around play activity and language, and it must accommodate different rates of growth and development.

But it's so noisy! Don't they ever sit still?

Playing, arguing, singing, and many other kindergarten activities are noisy. But they are essential if children are to learn. Because they are so physically and mentally active, children must be able to move about, to select their own activities, and to solve small but real problems.

Kindergarten children who must sit still, fill out worksheets, memorize facts, and recite the alphabet are not really learning. They are not thinking or solving problems, and there are only limited opportunities for them to act on, or interact with, other people and the physical world. Inactive children learn very little. And when they are active, they are noisy.

In a good kindergarten, the teachers are equally active. They must observe the entire group, while keeping an eye on individual children. They must lead one child to face a challenge, and guide another to master a specific skill. They must ask questions to help children to clarify their thinking, and they must introduce words that will help them to develop their vocabulary. While they are doing all these things, they must also evaluate the children's ability to master skills, to use language, to solve problems, and to work with others. They must constantly think of ways to provide new and appropriate challenges for each child as well as the group.

But all they do is play! How in the world can that pay off?

Play in our culture is often thought of as unproductive and alien to intellectual pursuits—something that should be done during recess or after school. For kindergarten children, however, play is the way they learn and develop cognitive skills. We have clear and strong evidence that play is absolutely necessary if these children are to learn. Play is highly related not only to their intellectual functioning, but to their later school achievement as well.

Play begins with sensory and motor actions, and evolves to include language and symbolic activity. Play has been found to be correlated with children's information-seeking, competence, and effectiveness. The tasks of making decisions and choices, accomplished through play, are prerequisites for intellectual growth and academic achievement.

Educational play—the kind that takes place in a kindergarten classroom—differs from children's play at home or in the playground. In school, the teacher carefully plans the play activity, arranges the room, selects materials, and provides children with common experiences that serve as a basis for group play.

Play can provide a vehicle for children to learn math, science, social studies, and language arts. As they play, children manipulate, count, compare, sort, and arrange objects. The fundamentals and the vocabulary of math are introduced.

In the same manner, children are encouraged to play with science materials. They weigh things on scales, observe things with magnifying glasses, and perform simple experiments.

By playing travel games, in which they pretend to be pilots, flight attendants, or passengers, the children gain an understanding of geography and job diversity. Or they may use road maps to plan a trip, developing map skills in the process.

Art materials—paints, crayons, paper, glue, and scissors—provide opportunities for creative play. Producing art is a highly cognitive activity, requiring children to recall experiences, ideas, and feelings, and to represent them in a symbolic way.

In fact, symbolic or make-believe play is thought to be the richest type for children's growth and learning. It is here that children often dress up as a mother, father, baby, or worker, acting out the roles they have observed either at home or in the neighborhood.

Make-believe play requires children to hold images in their minds for long periods of time, to take the ideas of others into account, and to use a great deal of language to communicate their ideas to others and sustain the play. They utilize numerals as they pretend to use the telephone, to write receipts, to make grocery lists, or to pay bills, thus reinforcing their concepts of mathematics.

Board games, card games, and the familiar organized games of "Ring Around a Rosie" or "Farmer in the Dell" help children to remember and follow rules, to plan strategies, and to think ahead, even as they practice counting and language skills.

They should be learning to read and write their ABC's, not playing.

Surprise! Even during those peaceful days of the past, when kindergarten was just thought to be good for children and didn't have to pay off, children learned to read. But the way that they learn to read at four or five differs from the structured or formal instruction appropriate for older children. In the kindergarten, learning to read is an informal process, directed toward each child's maturity level, readiness, interest, and past experiences.

First, the ability to read requires a solid foundation of oral language. In kindergartens of high quality, all of a child's play, experiences, and activities are covered with language. Opportunities for listening and speaking continually take place. Children listen to and learn songs, poems, and finger plays. The favorites are duplicated and sent home to parents, so that families can share in the child's joy of learning.

Because four- and five-year-olds have little understanding of the meaning of "words," "letters," or "sentences," nor do they grasp the fact that the symbols printed in books stand for the words they hear and say, the goal of reading instruction in the kindergarten is to teach these concepts.

The teacher may act as a secretary, taking dictation as children describe a picture, recite a poem, compose a letter, or make up a list of things to do. When the children see their spoken words transcribed into written symbols, the meaning of reading becomes clear.

When teachers point out letters, words, and sentences as they read children's work back to them, some of the children will begin to note likenesses and differences in letters and words. These children are ready for the word cards, dictionaries, and books that help them match words that look alike, and to pick out words they know.

Books are everywhere in a good kindergarten classroom, and story time is usually the highlight of the day. Stories are read to individuals, to small groups, or to the entire class. Favorite stories are read and reread until children begin to predict words and sentence patterns, skills that are integral to the reading process.

Learning to write is also part of the kindergarten curriculum. Experiences with puzzles, toys, and paints help children gain control over small finger muscles. Many kinds of paint brushes, pens, crayons, felt-tip markers, and pencils are available for children to practice the strokes required in writing. The need to write—to make signs for block buildings or labels for paintings—is there as well.

Because reading and writing are complex tasks, slowly mastered, teaching tools like worksheets, dittos, coloring sheets, and workbooks have no place in the kindergarten. Not only are they developmentally inappropriate for four- and five-year-olds, but they may actually negate children's desire to read and write. Worksheets have no meaning to children of those ages and, because they are not connected to any of their experiences, may make children think of reading and writing as worthless, meaningless activities.

Another adverse effect of the worksheets is that they may turn children off to all learning. The use of worksheets requires fine motor skills that many children do not possess. Feelings of failure can

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become so extreme that they could inhibit children from ever learning in an academic setting.

What group is my child in?

When there are only 15 or 20 children, a teacher, and an aide in a kindergarten classroom, there is no need for any formal groupings. In fact, grouping isn't possible even if it were desirable, given young children's growth patterns and divergent experiences. Children's growth is very uneven. Some spurt ahead for days at a time and then seem to stagnate for months. Others gain skills at an even pace, and still others lag behind only to exhibit fully developed skills seemingly overnight. It is because of this uneven and unpredictable rate of development that all kindergarten instruction must be individualized.

This doesn't mean that children won't be in groups. They form their own groups as they play and work together. And they may all come together to sing songs, listen to a visitor, play games, or put on a puppet show. At other times, the teacher may structure group activities designed to assess specific skill development, to introduce a new skill, or to provide practice and reinforcement in mastering a task.

In this fragile environment, pressures for early academic achievement can destroy the purpose, value, and benefits of kindergarten for children. But school administrators have the knowledge and intelligence—as well as the right and responsibility—to preserve the kindergarten as a garden of growth for four- and five-year-old children, and to make it pay off as well. Here is what they must do:

- *Provide adequate resources.* Kindergarten classrooms should have no more than 20 five-year-olds or 15 four-year-olds. Each classroom should be staffed with a full-time teacher and a paid aide. Provide plentiful supplies of equipment and consumable materials. All of these require a strong financial commitment.

- *Hire qualified teachers.* Piaget believed that a teacher of young children must be highly intelligent and highly trained. "The younger the child the more difficult it is to teach him, and the more pregnant that teaching is with future consequences . . . [a teacher] should begin by acquiring his baccalaureate and then go on to spend three years receiving his specialized training" (Piaget, 1970, pp. 126-127). Highly trained, competent kindergarten teachers use their knowledge of growth and development to direct children's learning through activity and play.

Children's growth is very uneven. Some spurt ahead for days at a time and then seem to stagnate for months . . . others lag behind only to exhibit fully developed skills seemingly overnight.

A good teacher must be a strong teacher. When pressures from the community intensify, and demands are placed on kindergartners for academic performance, teachers must face them with the strength and courage of their convictions.

- *Open lines of communication.* Have your kindergarten teachers explain how children learn through play and activity to parents and to the community. The knowledge of how children grow and develop—and the futility of trying to speed up the process—must be communicated with others. One technique is to send home weekly newsletters, describing things children will learn in the coming week, and how they will learn them. This information can help parents to reinforce the learning.

Kindergarten teachers must also be able to describe their program to the teachers in the lower primary grades. Working together, these teachers can develop a unified curriculum that will enhance the learning process beyond kindergarten.

- *Evaluate children carefully.* When a curriculum is based on play and activity, the progress of individuals must be determined by careful evaluation. This may be accomplished in various ways—observations of children in the classroom, rating scales and checklists, and even standardized tests. The goal of evaluation is not to rank children, or to determine program progress, but to help teachers improve their instruction and to help each child's effort to gain knowledge and skills.

If principals and teachers work together, a child's kindergarten experience can be a pressure-free introduction to learning that will pay off for a lifetime. ☐

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Young Children, the journal of the National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009, offers resources for appropriate early childhood experiences.

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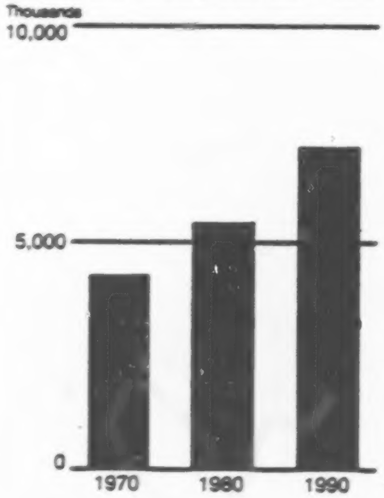
THE STATISTICAL TRENDS

Preschool Enrollment Rate by Age: 1970 to 1982

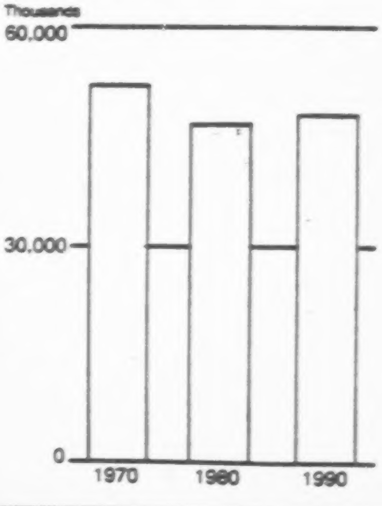
	3 and 4 years old	5 years old	Total
1970	20.5%	69.3%	37.5%
1972	24.4	76.1	41.6
1974	28.8	78.6	45.2
1976	31.3	81.4	49.2
1978	34.2	82.1	50.3
1980	36.7	84.7	52.5
1982	36.4	83.4	52.1

Comparisons of School Enrollments: 1970, 1980, and 1990

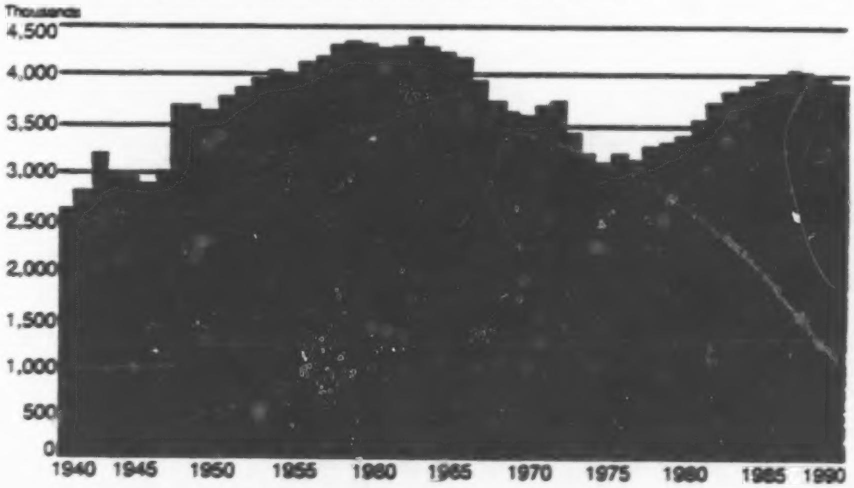
Nursery and Kindergarten enrollment



K-12 enrollment



Past and Projected Annual Births: U.S., 1940 to 1990

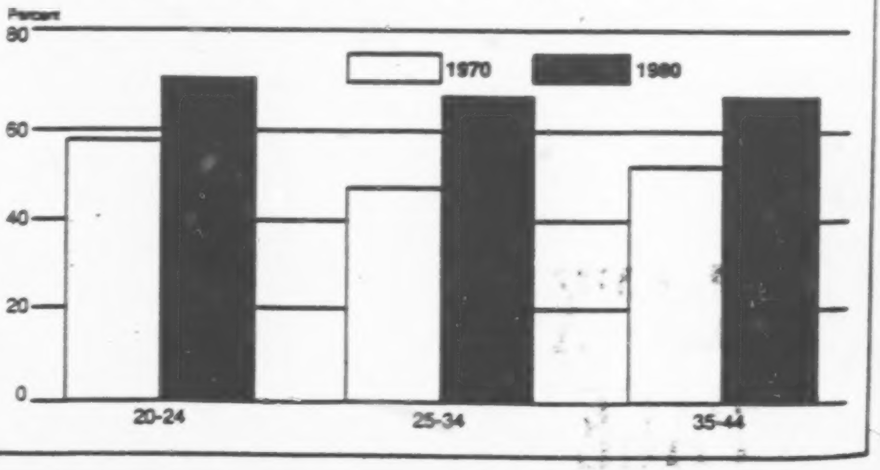


Projected Trends in Preschool Enrollment by Age: 1985 to 1993

(in thousands)

Year	Public Schools (Age)					Private Schools (Age)				
	Total	3 Years	4 Years	5 Years	6 Years	Total	3 Years	4 Years	5 Years	6 Years
1985	3,865	352	728	2,490	295	2,339	721	1,069	508	41
1986	3,931	364	754	2,514	299	2,404	745	1,106	510	43
1987	4,007	376	779	2,550	302	2,468	770	1,142	512	44
1988	4,079	388	805	2,580	306	2,533	794	1,180	515	44
1989	4,152	399	830	2,614	309	2,599	816	1,217	522	44
1990	4,220	409	853	2,644	314	2,664	838	1,251	529	46
1991	4,279	419	875	2,667	318	2,719	857	1,293	533	46
1992	4,324	426	894	2,683	321	2,766	872	1,311	537	46
1993	4,358	432	910	2,693	323	2,803	884	1,335	538	46

Labor Force Participation of Women by Age Group: 1970-80



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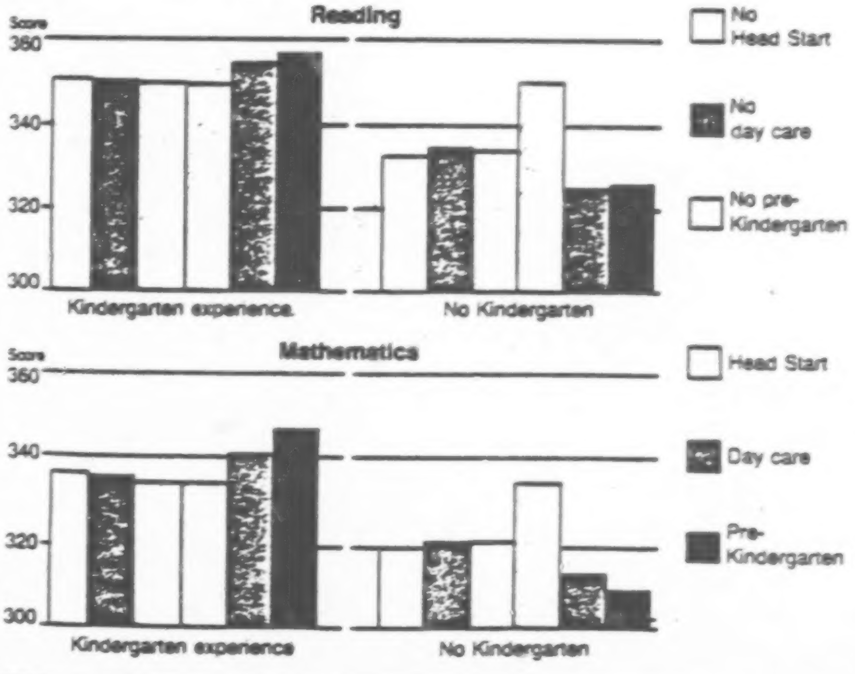
Preschool Enrollment by Age and Program: 1970 to 1983

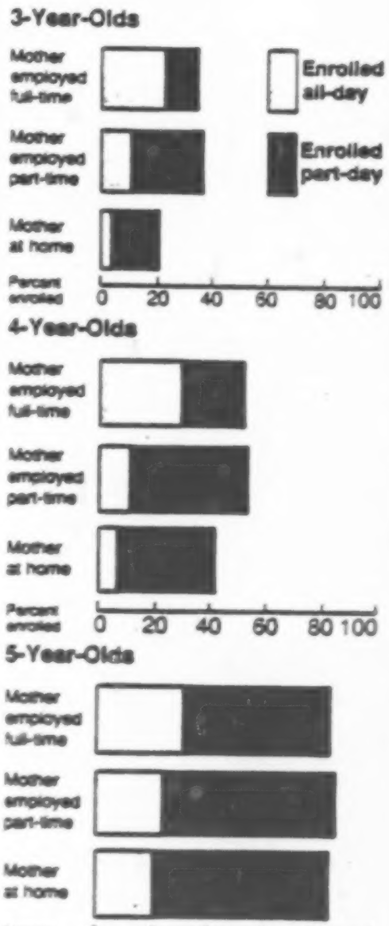
(All numbers in thousands)

Age and Program	1970		1975		1980		1983	
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.
3 years	454	100.0	683	100.0	857	100.0	1,005	100.0
Full-day	142	31.3	259	37.9	321	37.5	357	35.5
Nursery	127	28.0	246	36.0	313	36.5	319	31.7
Kindergarten	15	3.3	13	1.9	8	0.9	38	3.8
Part-day	312	68.7	423	61.9	535	62.4	648	64.5
Nursery	305	67.2	407	59.6	512	59.7	626	62.3
Kindergarten	7	1.5	16	2.3	24	2.8	22	2.2
4 years	1.007	100.0	1,418	100.0	1,423	100.0	1.619	100.0
Full-day	230	22.8	411	29.0	467	32.8	441	27.2
Nursery	135	13.4	305	21.5	336	23.6	317	19.6
Kindergarten	95	9.4	106	7.5	131	9.2	124	7.7
Part-day	776	77.1	1.008	71.1	956	67.2	1,178	72.8
Nursery	436	43.3	671	47.3	728	51.2	898	55.5
Kindergarten	340	33.8	337	23.8	228	16.0	280	17.3
5 years	2.643	100.0	2.854	100.0	2.598	100.0	2.762	100.0
Full-day	325	12.3	625	22.0	763	29.4	888	32.2
Nursery	28	1.1	40	1.4	32	1.2	57	2.1
Kindergarten	297	11.2	585	20.5	731	28.1	831	30.1
Part-day	2.317	87.7	2.228	78.1	1.836	70.7	1,873	67.8
Nursery	62	2.3	75	2.6	61	2.3	130	4.7
Kindergarten	2.255	85.3	2.153	75.4	1.774	68.3	1.743	63.1
Total Enrollment	4.104	100.0	4.955	100.0	4.878	100.0	5.385	100.0
Full-day	698	17.0	1.295	26.1	1.551	31.8	1.686	31.3
Nursery	291	7.1	591	11.9	681	14.0	693	12.9
Kindergarten	407	9.9	704	14.2	870	17.8	993	18.4
Part-day	3.406	83.0	3.660	73.9	3.327	68.2	3.699	68.7
Nursery	803	19.6	1,154	23.3	1.300	26.7	1.654	30.7
Kindergarten	2.603	63.4	2.506	50.6	2.027	41.6	2.045	38.0

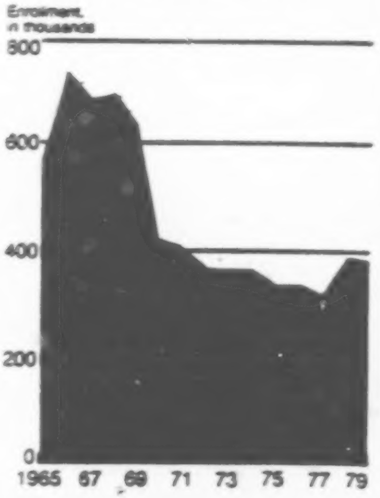
Effects of Preschool Programs on First Grade Achievement



Participation in Preschool Programs by Labor Force Status of Mother



Participation in Head Start Programs: 1965 to 1979



Statistics provided by National Center for Education Statistics, based on data supplied by U.S. Census Bureau.

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A TWO-YEAR KINDERGARTEN THAT WORKS

James L. Doud and Judith M. Finkelstein

Are you ready for the four-year-olds? Here is an innovative program that successfully groups them with five-year-olds.

"Formal education should begin at an earlier age. Schools should begin the *developmental* education of students at age four." This recent recommendation by the National Education Association lent added weight to similar

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statements from a number of organizations, including the National Association of Elementary School Principals. Pressures are steadily mounting for the inclusion of four-year-olds in public schools.

Although many principals may vow "Never in my school!" pre-kindergarten programs are likely to become as common in public schools within the next decade as kindergartens are today. Now is the time to prepare for the four-year-olds. Let's examine the trends of the 1980s.

A Different Crop of Four-Year-Olds

The familiar family of the Dick, Jane, and Sally readers—where the father is the major source of family income, the mother works within the home, and there are no stepparents or step-siblings present—is representative of only 7 percent of the American families today. Statistics show steady increases in both single-parent families and the numbers of mothers of children under six who are entering or returning to the work force. Birthrates today are increasing, and preschool enrollment (three- and four-year-olds) is projected to grow by approximately 30 percent between 1982 and 1990. Minority population growth will increase while the white population decreases. The trend toward integration of handicapped children into regular classrooms is likely to continue. Greatly increased family mobility, the inundation of knowledge created by the electronic age, and the availability of multiple preschool options mean that the four-year-old of today is living a life vastly different from his or her counterpart of even two or three years ago.

The "typical" four-year-old is likely to be living either in a single-parent family or a family in which both parents work, and has probably been in a day care or nursery school program for at least one year. The child has probably encountered, through television or personal experience, other children of diverse backgrounds and personal attributes. For the majority of today's children, kindergarten is no longer the first exposure to a school setting. The child may even have been introduced to beginning reading and math skill development. In some areas, competition for entry into the "right" preschool and kindergarten may be as keen as that for entrance into a top-ranked college or university. In such instances, parental and teacher pressure to succeed and achieve may begin shortly after birth—the "superbaby" syndrome.

The elementary school is not immune from the changes in society, at least two of which relate directly to early school learning. One of the most obvious changes affecting schools, particularly those dealing with young children, has been a parental demand for increased involvement in all phases of school life—including a voice in policy development and curricular decisions. Schools also face a demand for simultaneously strengthening basic skill instruction while continuing to provide quality experience for children in the social studies, sciences, and the arts.

Thus, while the recommendation to lower the school entrance age to four is perceived by some as a call for public schools to take on the responsibility for providing quality day care, others believe that the four-year-old of today is ready to begin formal "schooling." Support for the latter point of view has grown rapidly in recent months.

Dealing With Diverse Development

A major question we must address, then, is how can elementary schools integrate four-year-olds into existing school programs so that they will receive the highest quality educational experience? A look at existing programs seems an appropriate place to start.

Most schools already are faced with meeting the needs of kindergarten children at various stages of development. Some are reading; some have been in a day care or nursery school situation almost from birth. And yet, for a few, kindergarten is the first school experience. Such diversity requires teachers to address the individual needs of each child. This should not be confused with attempting to plan an individualized program for each child, but rather to get to know the children well enough as individuals to be able to provide learning experiences geared to their particular levels of development.

For nearly 16 years, Malcolm Price Laboratory School in Cedar Falls, Iowa, has operated a program in which four- and five-year-olds are grouped together in a two-year nursery-kindergarten classroom. Starting with a philosophical belief that the greater the difference among children in a classroom, the richer the learning environment for the child, three program goals were established:

1. Each child should develop verbal language skills to make needs, wants, ideas, and feelings clearly understood.
2. Each child should develop self-confidence to tackle new learning tasks.
3. Each child should have opportunities to achieve maximum potential in all areas of development—physical, social, emotional, and intellectual.

Once these instructional goals had been established, it was necessary to determine what type of organizational structures would enhance the smooth running of such a program. It was decided to assign two adults (one a teacher, one an aide) to each classroom, and to limit class size to 18 students. To accomplish these objectives, three elements were also built into the program:

Multi-aged Grouping. There are many advantages of grouping four- and five-year-olds in the same class. Such grouping:

1. Emphasizes the idea that children are unique individuals rather than "kindergartners" or "four-year-olds."
2. Provides a wider range of individual differences in the mental, social, physical, and emotional development of children within the class.
3. Provides an opportunity for the immature five-year-old and the mature four-year-old to interact with others at similar levels of development.
4. Minimizes the tension and stigma of retention for those children not ready for formal first-grade work.
5. Facilitates the promotion of those children who are ready for formal first-grade work.
6. Provides teachers with an opportunity to work with the same group of children for two years. This allows the teacher to better know the children and their home situations, to identify more specifically learning styles and needs, and to plan and teach accordingly.

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Cooperative Teaching. This implies that two teachers will work cooperatively to plan and execute the program for the children assigned to them. It is not to be confused with "team teaching," where responsibility for the total group is shared by more than one teacher. Cooperative teaching:

1. Provides more flexible and individualized instructional programs.
2. Facilitates teachers' efforts to react promptly and effectively to needs of small groups or individuals.
3. Facilitates the planning of activities suited to the needs of these small groups or individuals.
4. Increases the variety of instructional methods and materials.
5. Makes more effective and efficient use of a teacher's time and skills.
6. Provides for individual differences in teachers as well as pupils.
7. Facilitates the early identification, diagnosis, and treatment of special emotional, physical, or intellectual needs of the children through combined efforts of the "full team"—including the principal, classroom teachers, teacher aides, guidance counselor, nurse, speech pathologist, librarian, and others.

Structured Planning Time. In order to assure time for communications and planning of small group activities, a scheduled time for teacher planning must be set aside each week. We use one half-day each Friday. The cooperating teachers use this time to plan for such activities as small-group instruction for children with similar needs, readiness groups, curriculum development, planning and scheduling field trips or resource visits, meetings with parent groups, and individual parent conferences. The "full team" attends these weekly meetings whenever possible so that they might share pertinent information or learn of significant progress by a child or group of children. Thus, continuous monitoring and evaluation of student progress is enhanced.

One concern often expressed by parents of children in a two-year program such as ours is "How will the second year be different from the first?" A two-year instructional sequence was developed to alleviate this concern. Our curriculum consists of teacher-developed units which utilize the language arts, social studies, and science disciplines as the base from which a comprehensive program of student activities arises. The units provide a unifying theme for instruction, and encourage in-depth exploration of special-interest areas as a way to meet the needs of more advanced children, regardless of their age.

The unit topics and the cycles in which they are taught are listed below:

Year I

You Are Special
Thanksgiving
Christmas Around the World
Fairy Tales
Valentine's Day and Post Office
Patriotism
Transportation
Careers
Farms
Machines
You Have Grown

Year II

Circus
Fall
Halloween
Indians, Pilgrims, and Exploration
Christmas Through the Senses
Toys
Winter
Easter Through the Senses
Spring
Neighborhood
Summer

An early curriculum must maintain a constant focus on building the expressive language abilities of children. This is best accomplished through learning experiences that emphasize creativity, manipulation of objects, and other active learning involvements. In our program, language development approaches to instruction are used throughout the school day. Formal readiness workbooks and ditto master sheets are not employed. While teaching children to read has never been a formal goal, many students do learn to read during the two-year sequence. The fact that this is accomplished in an environment free of many of the pressures associated with early reading programs is one of the most positive aspects of the program.

Social, emotional, and physical skill development is also important. Students swim once a week throughout the year, and have daily instruction designed to improve coordination. Classroom teachers utilize techniques that aid in social and emotional development, and the guidance counselor establishes play groups designed to address specifically identified needs.

Two major student groupings are utilized in the instructional program, and efforts are made to keep all children in each unit together for such large-group activities as viewing films, outdoor play, field trips, and birthday celebrations.

During weekly planning meetings, the teaching teams identify children who have similar needs and form them into small subgroups. As the specific task (readiness, social or emotional development, or cognitive skill development) for which each group was formed is accomplished, it is disbanded and new groups are assembled. These small groups generally meet about 15 minutes each day.

Each school year begins with a conference during which parents, teachers, and children are able to meet one another, discuss specific goals for the year, and identify any needs or problems before the year begins. This has proven to be valuable in the establishment of communication and rapport between parents and teachers, a critical element in the program's success.

Communications with parents continues through a variety of activities during the year. The teaching teams and parents have classroom meetings at least twice a year, and parent discussion groups are sometimes conducted during the Friday planning periods. Weekly newsletters describing upcoming student activities and units of study are sent to parents. These keep parents informed about what their child will be learning and include suggestions for ways in which this learning can be extended at home.

Reporting of pupil progress is accomplished through parent-teacher conferences in the fall and spring. An optional mid-year conference may be initiated by either the parent or teacher. Parents are

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encouraged to call or stop by the school whenever any deviation in behavior is noted. Parents are also encouraged to visit the classrooms, accompany the children on field trips, and attend special parent programs at the culmination of some units of study. Parents also contribute to the educational program by serving as resource speakers.

One of the major advantages of a two-year kindergarten program is that child growth and development can be monitored over an extended period of time. Checklists have been developed and are used throughout the two-year sequence as a way to record developmental growth. *(See box.)* Specific skill evaluation checklists are used to evaluate progress in each unit of study, and daily use of an anecdotal card file helps teachers to record progress and pertinent information.

While many schools have moved to pretest children for their "readiness" to enter kindergarten, the two-year program is designed to deal with wide differences rather than homogenous groupings. Although routine speech and hearing tests are administered, and speech therapy is provided for all children in need of it, standardized testing is not routinely conducted until the children enter the first grade. Teachers are aware of the skills which will ensure success in first grade, and it is their judgment along with that of the "full team" (including parents) that is used to determine promotion to first grade.

The Principal's Role

Establishing a program to bring four-year-olds into the elementary school places the principal in a crucial leadership role. We believe it would be a major error ro bring four-year-olds into existing kindergarten programs that might attempt to teach them reading, writing, and other cognitive skills—and place them under learning stress—one year earlier than at present.

Principals are the most important key in assuring that programming for four-year-olds is beneficial rather than harmful. They must see that programs are developed not so much to accelerate the intellectual growth of the child as to provide enriching experiences which build a solid base for successful learning in later years. Teachers need their support and help in adapting the school program to the child's learning style rather than forcing the child to conform to any precast educational mold.

The two-year nursery-kindergarten program at Malcolm Price Laboratory School provides a workable model for inclusion of four-year-olds in public schools. In the 16 years this program has been in operation, children entering first grade have scored as well or better on the Clymer-Barrett Readiness Test as do other children entering the first grade. More importantly, children moving from this program into the first grade seem to possess a confident and realistic attitude about their abilities as people and as learners, and a tremendous eagerness and enthusiasm about school. This may be the best preparation for school and life that a child can have. ☐

A Developmental Checklist

At Malcolm Price Laboratory School, a developmental checklist is maintained throughout the two-year kindergarten period. These are the skills, capabilities and behaviors that are monitored to show each child's physical, social, emotional, and learning progress:

Visual Motor Skills:
- Ties shoes.
- Prints name.
- Holds pencil and crayon correctly.
- Holds and uses scissors correctly.
- Traces a figure.
- Draws a recognizable figure.
- Uses paste effectively.

Gross Motor Skills:
- Hops.
- Runs.
- Climbs.
- Skips.
- Jumps on one foot.
- Jumps on two feet.
- Crawls.
- Walks balance beam.
- Stands on one foot.
- Stands straight.
- Shows dominance of right or left hand.
- Uses outdoor equipment.
- Dresses self.

Language Development:
- Speaks when in a group.
- Speaks with an adequate volume.
- Speaks clearly.
- Speaks in sentences.

Math Readiness:
- Recognizes numbers 1 to 10.
- Names sets 1 to 10.
- Counts.
- Classifies.
- Patterns.

Reading Readiness:
- Recognizes own name.
- Recognizes letters of alphabet.
- Relates sounds to symbols.

Self-Concept:
- Shows confidence in front of group.
- Shows confidence in play situation.
- Shows confidence trying motor tasks.

Creative Tendencies:
- Offers many ideas during experiences.
- Thinks of new ways to use material.
- Offers novel but relevant approaches.
- Investigates new tasks and materials.

Social-Emotional Development:
- Attends in group setting.
- Stays with chosen task.
- Uses self-control.
- Shows personal responsibility.
- Shows desire for independence.
- Respects rights of others.
- Responds to authorities.
- Finds acceptable emotional outlets.

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PARENTS AS FIRST TEACHERS

Mildred M. Winter

When parents are taught to teach, the first three years of a child's life become an invaluable learning time.

It was Plato who said, "The beginning is half of the whole." A father of a two-year-old in rural Missouri puts it more plainly: "A lot of parents just more or less take care of their kids until they go to school. They expect the teachers to teach them. But while our children are at home, we are their teachers at a time when they are learning the most the fastest."

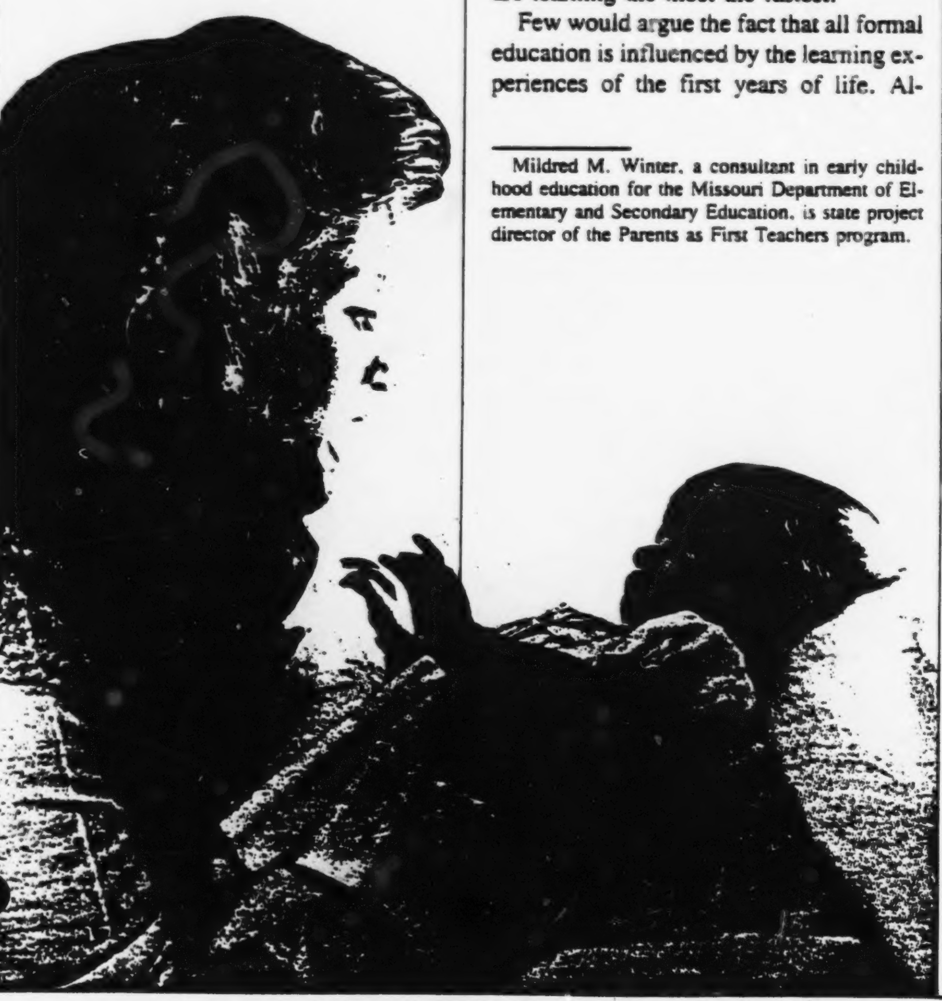
Few would argue the fact that all formal education is influenced by the learning experiences of the first years of life. Although most parents want the best for their children, few are adequately prepared for their roles as their child's first teachers. "You get more information with your new car than you do with your new baby," says Burton White, an authority on early childhood development.

As a consequence, too many parents learn the art of child-rearing and educating the hard way—through trial and error. As every parent knows, those trials can be trying and those errors can lead to underachievement and classroom failure. According to White, relatively few of our children receive as much education during the first years of life as they might. We need to train parents as teachers, he says, and give them the tools to do the job.

What makes these early years, when the home is the child's school, so critical? Studies in the 1950s and early 1960s by developmental psychologists, as well as by specialists in education and medicine, generally agree on the importance of the first years of life in terms of the development of language, intelligence, and emotional well-being. Studies of early education programs initiated in the 1960s showed that working with the family, rather than bypassing the parents, is the most effective way of helping children get off to the best possible start in life.

Research on the development of children has increased dramatically since 1965, and we now have a much clearer picture of how a child grows and learns in the beginning years, and how the home environment influences that development. The 13-year study of early development (1965-78) by the Harvard University Preschool Project contributed significantly to this body of research evidence. The goal of the project, directed by Burton White, was to determine how experiences during the early years influence the development of all major abilities. The extensive observations of children and parent-child interactions in homes representing a variety of educational and economic backgrounds make this study of particular value.

The Harvard study provided fresh insights into the four areas that are the foundations of educational capacity—language, curiosity, social skills, and cognitive intelligence. According to the study, the degree of a child's competence in these



Mildred M. Winter, a consultant in early childhood education for the Missouri Department of Elementary and Secondary Education, is state project director of the Parents as First Teachers program.

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four areas at age six can be predicted at age three, with few exceptions. Our education system, however, essentially ignores the formative years, despite the fact that it is very difficult to compensate for a poor beginning with any means we now have available.

To provide a good beginning for their children, the father from rural Missouri and some 300 other families in four of the state's public school districts are now engaged in a unique educational project. The Parents as First Teachers project was implemented in 1981 to provide educational guidance and support for parents during a child's critical years from birth to age three.

The model program is a cooperative effort of the Missouri Department of Elementary and Secondary Education and four school districts—Farmington, Ferguson-Florissant, Francis Howell, and Independence. Departmental grants of $30,000 per site per year have been augmented by inkind contributions and some local funds. The Danforth Foundation of St. Louis contributed funds for the consultative services of Burton White, who is now director of the Center for Parent Education in Newton, Massachusetts.

The goal of the Parents as First Teachers program is not to create superbabies. Its intent is to demonstrate that education can get children off to the best possible start in school—and life—through a partnership with the home that begins at the onset of learning.

The model program is restricted to first-time parents for two reasons. First, the Harvard Preschool Project found that first-time parents are far more eager for this type of educational support. Second, the effects of the program can be more clearly assessed with new parents and their first-born children than with parents who had previous child-rearing experience and with children who had older siblings.

Each of the four participating school districts was required to recruit a minimum of 60 prospective parents who were expecting their first child between December 1981 and September 1982. The parents were to be broadly representative of new families in each community. It was hoped that at least 50 families per site would remain in the program for the three-year duration of the project. All the districts recruited more than their quotas, with one district enrolling 102.

The recruits represented a broad range of socioeconomic and educational levels from rural, suburban, and urban communities. They included single-parent and two-parent families, families in which both parents worked, and families with either a mother or father at home. The ages of the mothers at the time of birth ranged from 16 to 40-plus years.

In each school district there was an extensive effort to seek out eligible families in order to avoid a self-selected sample. Community advisory groups assisted with referrals and recruitment, but personal communication between staff members and prospective parents was an important factor in the final selections.

Parents as First Teachers offers the following services from the third trimester of pregnancy until the child reaches the age of three:

- Information and guidance before the baby is born, to help first-time parents prepare themselves psychologically.
- Information about things to look for and expect in a growing child, and guidance in fostering language, cognitive, social, and motor skill development.
- Periodic checkups of the child's educational and sensory (hearing and vision) development to detect possible problems or handicaps. If serious problems are discovered, help is sought from other agencies or professionals.
- A parent resource center, located in a school building, which provides a meeting place for parents and staff, and facilities for child care during parent meetings.
- Monthly hour-long private visits in the home or at the center to individualize the education program for each family.
- Monthly group meetings with other new parents to share experiences and discuss topics of interest.

Personnel at each district site include a district administrator who provides overall program supervision in addition to other duties, a teacher/director, a parent educator, and a part-time clerk-typist. The teacher/director, who is also a parent, is responsible for program planning and materials development, and shares responsibility for home visits and group meetings with the parent educator. Both are trained in child development and early childhood education, and are skilled in working with adults.

Each of the sites also includes an advisory committee made up of health care and social service professionals, as well as representatives of religious and civic organizations. These committees have helped to build a broad base of community awareness, involvement, and support. A state supervisory committee provides guidance to the program.

Parents as First Teachers seems to be working. Parent responses to questionnaires and telephone interviews by an independent evaluation team indicate that families highly value the services they are receiving and are proud of their children's accomplishments. The best evidence of parent enthusiasm for the program may well be the low attrition rate.

Families openly credit the project with reducing the stress and increasing the pleasure of child-rearing. Although not designed as a child abuse prevention program, the project addresses some of the root causes of abuse—unrealistic expectations, inability to cope, low self-esteem, and social isolation. Teenage parents living in multi-generational homes are often provided biweekly home visits to help them through difficult times.

Comprehensive testing of project children is done as close as possible to the children's third birthdays, even though each child's progress has been monitored by parent and educator since birth. Any minor or major problems receive prompt attention, and the project has been particularly watchful for any indications of hearing loss that could impede the progress of language development.

The participating school districts stand to benefit from this investment in several ways. They expect the program to have a carry-over effect on the project children's self-esteem and positive attitudes toward learning when they enter school. They also anticipate improved academic achievement and a reduced need for remedial education. The development of trust and good will between parents and professional educators, based on mutual concern for the young child, bodes well for a continuing

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positive home-school relationship during the school years.

Programs patterned after Parents as First Teachers are now being implemented in other school districts through use of local school budgets or federal Chapter 2 ECIA funds. Parents as First Teachers will become the model for parent education in school districts across Missouri under the Early Childhood Development Act passed in 1984. Parent education for all parents of children under the age of three who wish to participate is authorized for state funding by this bill. Governor Christopher Bond, who became a father for the first time at age 40, was instrumental in getting this legislation passed.

Early childhood education programs such as this, which affect the total well-being of the child, have benefited from resources outside of education that are concerned about family life. In Missouri, Commissioner of Education Arthur Mallory appointed prominent Missourians to a Committee on Parents as Teachers. Responding to the challenge to promote parent involvement in their children's education, this group has successfully raised money from foundations and the corporate sector to fund training of parent educators.

The state's leading marketing service company, which is represented on the committee, has developed and made available to school districts a Parents as First Teachers Marketing Plan. The plan tailors messages and steps for program implementation for the different groups within a community that stand to benefit in some way from the program. This same company also produced and donated multiple copies of an audiovisual presentation for dissemination to a broad range of audiences in the state.

Even without a state initiative, some form of Missouri's Parents as First Teachers program could be implemented in most school districts throughout the country. A congratulatory message from a school on the birth of a child would be a modest beginning and a pleasant surprise for most families. A visit by an administrator, teacher, or trained volunteer to deliver information on child development and early learning would be an effective follow-up. An invitation might be extended to participate in get-togethers with other new parents involving topics of mutual interest. There are people in every school and community who have valuable information to share with parents of young children, and who can listen and respond to their concerns.

A corner of the school library might be allocated to parents for articles and books on parenting and recommended books for reading aloud to children. A display or lending library of commercial and homemade toys that have child appeal and also foster learning at different ages would be of interest. "Make-it-and-take-it" toy workshops are always popular.

Many of the current efforts toward educational reform appear to be targeted to the wrong end of the continuum. The present practice of spending increasingly larger amounts of money on children's programs through 12 years of school, beginning at age six, is inconsistent with what we know about human development. Missouri, in conducting what one major newspaper calls "A quiet revolution in education," has taken a significant step in the other direction. Providing families with timely, practical information they can use in teaching their young children and fostering optimal development may be the wisest and least expensive investment that can be made to improve our schools. ☐

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The First Three Years

Language Development: By age three most children have the potential to understand about 1,000 words—most of the language they will use in ordinary conversation for the rest of their lives. Language has its own primary value and has direct relevance to all intellectual learning. Just as important, it underlies healthy social growth.

Curiosity: Simple curiosity is the birthright of every child and is a key to successful learning. Although difficult to stamp out in the first eight or nine months of life, curiosity can be suppressed dramatically or forced into aberrant patterns in the next year or two.

Social Development: "A human personality is formed during the first two years of life, and there is no job more important than helping to form that personality," says Burton White. The socially competent three-year-old is a warm, loving child, capable of expressing a full range of emotions. Such a child is comfortable with most people, uses adults as resources, shows pride in achievement, and can lead, follow, and compete with agemates.

Cognitive Intelligence: During the first three years children learn the basic skills they will use in all of their later learning both at home and at school—handling things, solving problems, and learning about cause-and-effect relationships (such as flipping a light switch). The well-developed three-year-old has the capacity to deal with ideas, can predict upcoming events, and is beginning to be able to see the world from another's viewpoint.

For districts or schools interested in providing comprehensive services for parents and preschool children, the Parents as First Teachers program has developed a planning and implementation guide, lesson plans for private visits and group meetings, and attractive materials for parents. These materials are available at minimal cost from the Missouri Department of Elementary and Secondary Education, Box 480, Jefferson City, MO 65102.

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Day Care and the Public Schools: Friends or Foes?

by Myrna Greenfield, CCRC

There are times when day care advocates and representatives of the public schools resemble two rival street games fighting for the same turf: early childhood education. Each side is convinced that it is the most capable of serving the needs of young children, and neither side trusts the other. Yet, their common interest in the same turf reflects the fact that, fundamentally, both parties share similar hopes and concerns about early childhood education.

The Day Care Community

Most day care advocates believe in the value of universal early childhood education, and even believe that much can be gained from collaboration between day care and the public schools (e.g., more funding for early childhood education, more professionalization and respect for day care, better salaries for day care teachers, etc. At the same time, day care advocates fear that funding for early childhood education could mean less funding for state-subsidized day care; they want public school involvement to augment the existing day care delivery system, not to replace it. If the public schools provide free or nearly free early childhood education programs, day care providers are concerned that their enrollments would drop or consist only of children from wealthier families able to afford private tuition. Furthermore, if public schools establish only part-day programs, the vast majority of working parents would still require child care for the rest of the day; advocates argue that going back and forth between programs would be stressful for young children.

In addition, day care advocates are concerned about who would be hired to teach in public school early childhood education programs. Day care teachers fear that they could be out of a job if public schools decide to recycle unemployed elementary school teachers to teach early childhood education. Advocates are concerned that elementary school teachers may be neither qualified nor suited to work with young children.

Finally, many day care advocates are critical of the public schools and how they are run. They point to the extremely high child:teacher ratios in many public school kindergarten and first and second grade classrooms as evidence of the public schools' failure to meet the needs of young children. They fear that a new level of bureaucracy will be created which will not build on the expertise and experience of the existing early childhood community.

Continued on Page Five...

SOURCE: CHILD CARE NEWS Child Care Resource Center, Cambridge, MA 02139

Friends or Foes?

...Continued from Page One

The Public School Position

Advocates of public school involvement in early childhood education respond that public school teachers are better trained and more qualified to teach early childhood education than most day care workers. They argue that elementary school teachers could easily be retrained to teach age-appropriate early childhood education. Many public school advocates are members of the "anyone can babysit" school of thought; they view day care as primarily a custodial, not an educational, service.

In addition, proponents of public school involvement point out that the public schools provide universal, equal-opportunity access to education for all families, regardless of income. The existing day care delivery system could not possibly accommodate every child of preschool age. Public schools are established in every community, and already are staffed and equipped to educate children on a mass basis.

H5900: A Middle Ground

Most members of the day care community are, in fact, not a member of either "gang." They accept that public school involvement in early childhood education is inevitable, and even express a degree of cautious optimism about the prospect. The successful collaboration between day care and the public schools in developing school-age child care is a positive source of encouragement that peaceful coexistence is possible and even desireable. The question is--now that the end of the rumble is in sight--how can day care and the public schools make friends?

The early childhood portion (Section 52) of the Massachusetts Education Reform Bill (H5900) is a step in the right direction. After two years of effort to draft a bill which would be acceptable to many disparate groups, the state legislature finally appears ready to pass an education reform bill in some form. At press time, H5900 had just been approved by the House of Representatives; most observers believe that, if education reform is ever going to pass, this is the year and this is the bill.

Section 52 was drafted by Senator Gerry D'Amico with the input of many well-respected and diverse members of the child care community. The bill--if passed into law without substantial amendments--would establish an early childhood discretionary grant program. Local school committees would be able to apply for three-year grants to develop "innovative early childhood programs in the following three areas: 1) prekindergarten programs for three- and four-year-old children; 2) enhanced kindergarten and transitional first grade classes; and 3) programs which seek to develop creative approaches to combining early childhood education and day care." At least 75 percent of the funds appropriated are to be used for programs serving low-income sites.

Continued on Page Seven...

Friends or Foes?

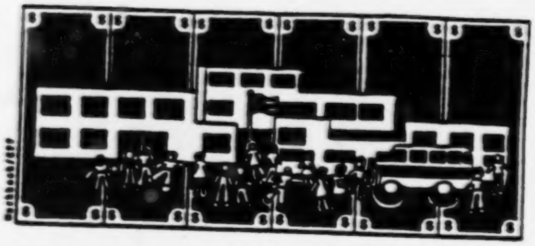
...Continued from Page Five

The bill specifies that funds shall be used "only to establish new programs or supplement existing early childhood programs." The Board of Education will develop standards for pre-kindergarten programs which meet or exceed existing Office for Children standards for programs serving three- and four-year olds. Applications for funds will be developed by local school committee-appointed advisory councils--comprised of community and early childhood people--and must include a needs assessment and description of existing resources. The bill also states that school committees may contract with other public and private agencies to provide services....Proposals which describe linkages with other human service agencies and which seek to combine a number of funding sources will be given priority by the Board."

In addition, the bill establishes an early childhood office in the Board of Education which would develop program standards, provide technical assistance, conduct program evaluations, and develop certification standards for early childhood teachers (in conjunction with the Bureau of Teacher Certification). The Board would also appoint a State Advisory Council to study future trends in early childhood education and day care, review and evaluate the programs, and recommend needed changes.

The Significance of the Bill

Although the initial funding for the early childhood discretionary grant program is small ($8 million for the first year, $10 million for each of the next two years), its long-term implications are significant. Some advocacy groups withheld their support for the bill because they have serious reservations about some of the provisions. They want to ensure that public schools can--and will--contract with existing day care providers for services. Many are worried that the Department of Education will develop independent operating standards which are incompatible with the standards of the Office for Children. They are also concerned about what the certification standards for early childhood teachers will look like.



Supporters of the bill recognize these potential problem areas, but point to the high level of community input built into the bill as a protection against the creation of a system which could harm the welfare of young children or the livelihood of the child care community. Should H5900 pass in its current incarnation this session, the participation and good will of both the public schools and the day care community will be necessary to ensure the growth of young children rather than the growth of turf wars.

This article could not have been written without the helpful comments of Howie Baker, Director of the Lemberg Children's Center and Chair of the Dept. of Education Program Committee; Alma Finneran, CCRC; Mindy Fried, OFC CIDQU Project; Andrea Genser, CCRC; Bruce Johnson, District 65, UAW, Day Care and Human Services Local; Kathleen Lynch, aide to Sen. D'Amico; Irma Napoleon, Dept. of Education; Karen Schaeffer, Cambridge/Somerville Day Care Alliance and Director, Cambridge Head Start; Michelle Seligson, Director, School-Age Child Care Project; Beverly Weiss, OFC State-wide Advisory Committee; Joanne Williams; Director, Lesley-Ellis School and member BAEYC Public Policy Committee; and Steve Wollman, Director of Communications, Mass. Teachers Association. James Levine's book, Day Care and the Public Schools, was also a source for this article.

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Public Policy Report

Early Childhood and the Public Schools

An Essential Partnership

Helen Blank

What role should the public schools play in meeting the diverse child care needs of families? This question is surfacing again, this time as an outgrowth of increased interest in public school prekindergarten programs. As advocates for young children, we must not ignore the challenges and opportunities the question raises. Our involvement is essential to ensure that programs are appropriate for young children and their families. Early childhood educators can

- stay informed about new proposals and critically examine state and local early education initiatives
- pose more effective alternative strategies if needed
- aggressively participate in the expansion of early childhood programs within the educational system.

State and local initiatives

Several states have considered or passed legislation to increase the public school's role in serving young children. For example, the South Carolina Education Improvement Act of 1984 allows the state to reimburse local districts for one half the cost of programs for 4-year-olds who have "predicted significant readiness deficiencies." Funds will increase from $2.4 million in 1984 to $16 million by 1988–89.

Texas has enacted legislation that mandates most districts to provide a part-day program for 4-year-olds who cannot speak English or are from low-income families.

Missouri passed a bill to fund school districts to conduct developmental screening, parent education programs, and early childhood programs for developmentally delayed children.

Baltimore, Maryland has approved pilot programs for 4-year-olds in kindergarten. Maryland considered a bill to mandate a state-wide preschool program for 4-year-olds that would be partially funded by a $5 a week parent fee.

Other governors and legislators have expressed interest in lowering the age at which children are eligible to attend public programs. Vermont's former Governor Snelling proposed that pilot projects in local districts be set up to screen all 3- to 5-year-olds for developmental problems, and provide early intervention to ensure that children enter primary education "fully prepared to learn." Both New York and Connecticut's Commissioners of Education support starting school at the age of 4. These initiatives are spurred not only by the series of reports on the crisis in our education system but also by the research that demonstrates the significant positive effects of early intervention for the futures of low-income children.

The Perry Preschool Project, a comprehensive program started in the early 1960s by the High/Scope Educational Research Foundation, has identified the long-term effects of preschool on low-income children (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984). The project includes a follow-up study of 123 19-year-olds who had attended the Perry Preschool. The researchers found marked differences in school performance, employment rates, adolescent pregnancies, and crime rates when participants were compared to other low-income children who did not attend the program.

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Almost twice as many preschool participants held jobs or went to college or vocational school after high school. Eighteen percent of the preschool group were on welfare, compared with 32% of those who did not attend the program. "Seventeen pregnancies or births were reported by the 25 women who had attended preschool; 28 pregnancies were reported by the 24 women who had not attended preschool" (p. 69). While 31% of the preschool group had been arrested or detained at some time, 51% of the nonpreschool group had been. The total economic savings of the investment in two years of preschool (as opposed to the expenses required by the nonpreschool group—special education classes, repeating a grade in school, etc.), was calculated to outweigh the costs by seven times!

While policymakers seem to quickly grasp the potential economic impact of early intervention, they are less likely to focus on the cost per child that is necessary to achieve the impressive results described by Berrueta-Clement, et al. The Perry Preschool Project cost $4,818 per child in 1981 dollars, while the average cost of Head Start was $2,300 per child in 1984. The programs that are being organized today appear unlikely to be able to replicate the comprehensive Perry Preschool and Head Start model programs. For example, Texas plans a staff-child ratio of 1:22 for 4-year-olds for a part-day program. The early childhood community can play an important role by reminding legislators that by skimping in the short term they will likely not attain the scope of positive, long-term results achieved by High/Scope.

It is also important to see that these new programs will be coordinated with Head Start. It is conceivable that the interest in early childhood education could result in expanded Head Start services. For example, an initiative supported by the governor of Maine included a $1.7 million appropriation to expand Head Start. The program currently serves about 14% of the eligible children. The new funds will allow every county using a per child cost of $2,500 a year to reach 25% of those eligible. Although the concept was part of an education package, the Department of Community Services will distribute the Head Start monies.

Many other questions need to be raised as children's advocates work more closely with educators in the public schools who are considering services for 4-year-old children.

- What performance standards will guide programs toward long-term success?
- How will the curriculum be designed? What role will early childhood/child development specialists play?
- What will the staff:child ratios be? (In New York City's 3 o'clock kindergarten classes, they are 1:30 or 1:35.)
- What credentials will be required for teachers? Will adequate opportunities be provided for those skilled in working with children who do not have college degrees to work in the classroom?
- What policies will guarantee parent involvement?
- How will programs demonstrate sensitivity to minority families?
- Will existing early childhood programs have the opportunity to operate the new 4-year-old programs?
- What criteria will be used to grant entry into the programs? To determine readiness for kindergarten? Will inappropriate testing procedures and labeling of children be avoided (see Meisels, 1985)?
- What arrangements are being made for children of working parents? Can a full day be offered at the school site? Will transportation be provided to community child care facilities? Will school space be offered to community child care programs to provide child care for the remainder of the day? If schools run a part-time program, what considerations will be given to the economic impact on child care programs if they are asked to reduce the hours of their services?

Other questions should be asked which concern an expanded role for the schools in helping to meet a wide variety of child care needs. For working families and the child care community, the key question may not be whether to lower the school-entrance age. Rather, we must find ways to meet other child care needs.

Kindergarten expansions

Before children's advocates respond to proposals for early school entrance, we should step back and consider how such an expansion would fit into a community's child care needs.

Schools could first be asked to expand the roles they play in meeting the child care needs of the kindergarten children they now serve. Most public school kindergarten programs meet only half days. This policy means that young children are shifted between two or three caregivers in a single day. Continuity of care and stability could be increased with a longer kindergarten day in which children learn through play.

The definition of a full-day kindergarten must also be reconsidered. When New York City implemented an all-day kindergarten program, many automatically assumed *all day* was from 8 a.m. to 6 p.m. Instead, the children's school day ended at 3 p.m. Does a 3 o'clock closing for kindergarten encourage more working parents to leave their 5-year-olds home alone or with older siblings for the remainder of the day?

An all-day kindergarten operated by the schools, and a before- and after-school program to supplement it, possibly operated by community child care organizations, is a logical extension of the schools' involvement with younger children.

After-school programs

While there has been considerable public attention on the millions of children left alone in the early morning or early evening hours, most public schools do not offer school-age child care programs. Now that more than one-half of the private schools provide these services, public schools may be more interested in school-age child care as a community support. Many parents prefer a school-based program that is less complicated because it alleviates mid-day transportation problems.

Several programs run by schools or contracted to community groups are available to serve as models from which to learn (see Baden, Genser, Levine, & Seligson, 1982). The School-Age Child Care Project offers technical assistance and publications for local communities.

Adolescent parent needs

Each year approximately 523,000 teenagers give birth, and more than half of these young mothers have not completed high school. Without education or training, they face the prospect of low-paying jobs at best, or welfare at worst.

Few programs provide them with parenting skills or enable teenage mothers to return to school. A significant unmet need for teenage mothers and their babies is the provision of facilities, funds, and staff for infant care. Child care is an absolutely essential service if young mothers are to be able to complete high school. Schools are a logical and convenient place in which to locate programs to meet the special child care needs of adolescent parents.

Become an equal partner

Early childhood professionals and advocates must become equal partners with schools and legislators when decisions are made affecting young children. Early childhood representatives can be included within the education bureaucracy at many levels.

- Serve as an early childhood representative to the State Board of Education Committee on Instruction and Curriculum.
- Initiate an Early Childhood Development Advisory Committee appointed by the governor.
- Join the staff or Early Childhood Board from the state department of education to act as liaison with other departments responsible for child care.
- Establish Regional Early Childhood Specialists.
- Require local boards of education to have an early childhood department.
- Mandate early childhood training for administrators and principals.
- Demand a public hearing process to determine the 4-year-old curriculum and other child care policies.

Programs for young children in public schools?

Only if . . .

Many state legislatures are considering bills that could add local and state resources to child care and early education programs. However, this enhanced role for the school system will have positive effects only if certain conditions are spelled out in the legislation for these early childhood programs. Funds should be available for early education through the school system:

- only if this money adds to the total resources for child care and early education programs. *Not* if legislators simply shift or reduce funding from Head Start and the social service system to support school-based programs.
- only if schools can choose to institute such programs. *Not* if schools lacking interest in early childhood programs are mandated to start them.
- only if early childhood experts are involved in planning with the schools. *Not* if schools initiate early childhood programs without input from those in the community who know about child development and early education.
- only if the schools have the option to contract with an existing early childhood program or to offer vouchers to parents who can select their own programs. *Not* if community resources are ignored in favor of exclusively school-based programs.
- only if knowledge about early childhood development is required for all lead teachers in preprimary programs. *Not* if any teaching credential is the sole requirement for teachers of young children in these programs.
- only if standards are established, including minimum staff-child ratios and group sizes, to assure that the early childhood programs offer quality care and education. *Not* if schools are permitted to operate programs that fail to meet, at a minimum, the state licensing standards that apply to other programs serving 4-year-olds.
- only if the funding mechanism assures an adequate per child reimbursement based on the cost of providing quality care to 4-year-olds. *Not* if kindergarten and first grade costs are used to determine funding levels for the 4-year-old programs.
- only if the needs of kindergarten children are addressed as well. *Not* if schools with low quality kindergarten programs are required to add 4-year-old programs without simultaneously upgrading their kindergarten program.
- only if the schools are required to have a plan to make 4-year-old programs accessible to all children, with parent fees on a sliding scale, if necessary. *Not* if school-based programs serve only certain children based on income, social class, or race.
- only if provisions ensure that the needs of children of full-time employed parents are met by the addition of school-based early childhood programs. *Not* if these programs are likely to increase the number of latchkey children in the community.
- only if parents would be welcome and respected as partners in early childhood programs for their children. *Not* if the orientation is to ignore both parent input and children's family and cultural heritage.

—*Gwen Morgan*

Note: This list is derived from "Child Care and Early Education: What Legislators Can Do" by Gwen Morgan, which is available from NAEYC upon request for $2.00.

While child advocates must continue to press for expanded federal and state dollars for child care, we cannot ignore the possibility of new partnerships with the public schools. Partnership means that early childhood educators will be involved in shaping programs and policies responsive to the special needs of younger children as well as improving child care for school-age children.

The education community will not necessarily seek our partnership. New state programs are being started without taking into account the valuable contributions early childhood educators can make. We can help others recognize the components of high quality, appropriate, and comprehensive programs for young children. If these new programs are to achieve the success of their predecessors, early childhood professionals must take the initiative to be involved.

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Resource

School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181. 617-431-1453.

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CHILDREN AND TELEVISION

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EFFECTS OF TELEVISION ON THE DEVELOPING CHILD

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EFFECTS OF TELEVISION ON THE DEVELOPING CHILD

Contents

I. Introduction

II. What Are the Patterns of Television Use by Children?

- A. Amount of Viewing for Different Groups
- B. Parental Influences on Children's Viewing
- C. Television's Influence on Daily Activity Patterns

III. What Do Children See on Television?

- A. Violence
- B. Prosocial Behavior
- C. Role Models
- D. Commercials

IV. How Do Children Learn From Television?

- A. Attention
- B. Comprehension

V. What Are the Effects of Television Violence?

- A. Level of Aggression
- B. Indifference Toward Violence
- C. Perceptions About Real-Life Violence

VI. What Are the Effects of Educational and Prosocial Television?

- A. Academic Skills
- B. Prosocial Behavior

VII. What Are the Effects of Role Stereotypes Portrayed on Television?

   A. Sex-Role Attitudes

   B. Attitudes About Minorities

VIII. What Are the Effects of Television Commercials?

   A. Understanding the Nature of Commercials?

   B. Susceptibility to Commercial Messages

IX. What Can Be Done to Alter the Effects of Television?

   A. Activities Related to Viewing

   B. Social Context of Viewing

   C. Television Diet

EFFECTS OF TELEVISION ON THE DEVELOPING CHILD

I. Introduction

Television has become a permanent fixture in the everyday life of American children, and those adults who can remember the pre-television days are now members of a diminishing minority. Today virtually every household in America includes a television set (98%), usually a color set (78%), and often one or more additional sets (46%) (Nielson, 1978). A television set plays for over six hours each day in the average household (Nielson, 1978), and children typically spend more time watching television than engaging in any other single waking activity (Lyle, 1972). Thus, the potential socializing influence of television must now be considered along with the influence of family, school, and peers. The purpose of this review is to discuss the impact of television on the developing child.

Research on the effects of television has evolved considerably over the last three decades. In the 1950s, as television was enjoying its most rapid rate of adoption, researchers characteristically made use of the "before-after" technique in large-scale studies to assess those changes in individuals' activity patterns that accompanied the adoption of television into the community. Research of this period is reviewed by Maccoby (1964). During the decade of the 1960s, as television viewing became nearly universal in the United States, researchers generally turned to the laboratory-experimental technique in small-scale studies to demonstrate that children often learn and sometimes perform the specific actions displayed by film characters. The controlled laboratory setting -- with its specially constructed films, standard viewing conditions, and structured opportunities for response -- was generally regarded by researchers of the 1960s as the best context for testing the effects of specific filmed content similar to that shown on television. Research during this period focused primarily on the effects of viewing violence. This body of research is reviewed by Goranson (1970).

In the 1970s researchers have shifted their attention from the laboratory setting to the "real-life" settings in which television is normally viewed, and they have simultaneously broadened the range of topics under investigation. Two major developments in the latter part of the 1960s were largely responsible for these changes in research orientation. First, "Sesame Street" was created out of an unprecedented proposal to combine the skills of educators, programmers, and reserachers for the purpose of designing an educational program for preschool children. This proposal led to an allocation in 1968 of eight million dollars in federal and private funds for program development. The research that contributed to the development of "Sesame Street" and the evaluation of its effects is reviewed by Lesser (1974). Second, the congressional hearings on the causes of violence led to an appropriation in 1969 of one million dollars to generate new research concerning the effects of television on the social behavior of children and youth. The research generated by this appropriation served as the basis for the report of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior (1972). This body of research has been reviewed by Liebert, Neale, and Davidson (1973); by Leifer, Gordon and Graves (1974); and by Murray (1973).

Together these developments have served to raise public awareness and concern about television effects and to create a strong new demand for further research.

As a consequence of the recent trends toward evaluating the "real-life" effects of television in a broad range of areas, information of practical significance has been generated. Although several other reviews of television effects are available (e.g., Liebert & Schwartzberg, 1977; Stein & Friedrich, 1975), this review will selectively emphasize the research that is most directly related to behavioral pediatrics. The focus will be on the most recent research on television's impact on the child during the first 18 years of development, with emphasis on the years before adolescence. We will adopt a question-and-answer format in order to allow the reader to consider each question independently. The eight main questions to be considered are:

What Are the Patterns of Television Use by Children?
What Do Children See on Television?
How Do Children Learn From Television?
What Are the Effects of Television Violence?
What Are the Effects of Educational and Prosocial Television?
What Are the Effects of Role Stereotypes Portrayed on Television?
What Are the Effects of Television Commercials?
What Can Be Done to Alter the Effects of Television?

II. What Are the Patterns of Television Use by Children?

Perhaps the most striking conclusion about how children use television is that the pattern of usage varies greatly from individual to individual and from day to day for any given individual. Some of the differences have been related to such factors as the child's age, sex, socioeconomic status, and ethnic background. Other differences in reports of children's viewing patterns have been related to such methodological factors as the technique of data collection, the criterion used to define "viewing," the season of the year, and the year of the data collection. Yet, even when these factors related to the child's characteristics and the researcher's methodology are taken into account, any two children are nevertheless likely to differ considerably in their use of television. To illustrate, in one group of 100 preschool children, the amount of television watched by each child ranged from 5 to 88 hours per week, as reported by their mothers (Stein & Friedrich, 1972). In another group of over 800 sixth-grade children, 25% reported watching no television on a given day while 25% reported watching at least 5 1/2 hours on that same day (Lyle & Hoffman, 1972). Thus, describing the viewing pattern of the "average" child is somewhat like describing the structural pattern of the "average" snowflake — although there are some overall similarities, each one is unique. Nevertheless, a description of the general viewing patterns of children can be helpful as long as the averages are recognized as encompassing a wide range of individual differences.

A. Amount of Viewing for Different Groups

In a relatively representative national sample of 3600 families assessed annually for four weeks in November, children between the ages of 2 and 12 were found to watch television an average of 3 hours and 40 minutes each day, or just over 26 hours per week, in 1975 (Nielson, 1976).

This compares with an average of 22½ weekly hours of viewing ten years earlier (Nielson, 1966), and an estimated 19 weekly hours of viewing twenty years earlier (Lyle & Hoffman, 1972). It should be noted that these figures are based on gross estimates of "viewing time" as most people would define it (e.g., presence in the television room and paying some attention for most of the program) and not on precise measures of rapt attention to the television screen. In fact, the time spent actually watching a program during "viewing time" usually ranges between 55% and 76% of the total time (Bechtel, Achelpohl, & Akers, 1972). In this sense television viewing does not necessarily preclude participation in a wide variety of activities compatible with viewing, such as eating, talking, playing, drawing, and even studying (Lyle & Hoffman, 1972).

Television viewing usually begins at a very early age. In a limited sample, six-month-old infants were found to spend an average of between 1 and 2 hours per day in a location that permitted them to view the operating television set, and this amounted to about one-third of the time the television set was operating in the household (Hollenbeck & Slaby, 1979). When an operating television is within their view, infants are often observed to be quite attentive to the television broadcast. Further data, based on a relatively small sample, indicates that the average daily amount of viewing remains in the 1- to 2-hour range throughout the first 2 years of development, and begins to increase rapidly after the second year (Anderson & Levin, 1976). During the years 3 to 6, the majority of children become regular daily users of television, typically watching nearly 4 hours of television per day (Nielson, 1978).

When children first enter elementary school, their average viewing time takes a slight drop to about 3 1/4 hours per day during the months when school is in session (Nielson, 1975). But throughout the elementary-school years children's viewing time increases to a peak of nearly 4½ hours per day for children 10 to 12 years of age, and their daily use of the television medium becomes increasingly habitual. For example, on any given day, 75% of all the 10-year-old children in the country are likely to watch television at some time during the day, whereas the percentage of these children who make use of any other popular medium — including radio, movies, reading materials, or records — is likely to represent less than half of this figure. Children aged 10 to 12 years not only tend to make the heaviest use of television, but they also appear to be in the process of making a transition from the typical child program preferences for cartoons and situation comedies to the typical adult program preferences for adventure and dramatic shows (Lyle & Hoffman, 1972).

During the adolescent years of 12 to 18, the average use of television declines to about 3 hours per day. Although much of the reduced television viewing is replaced by the use of other media — most notably radio, records, and magazines — television continues to be the most heavily used medium during the adolescent years. Throughout adulthood, television viewing increases steadily. It reaches 4½ hours per day among adults 55 years of age and older. Also, women watch substantially more television than men, particularly during the early adult years. Between the ages of 18 and 24, women watch 45% more television than men (Nielson, 1978).

Some overall differences in television use have been related to children's socioeconomic status and ethnic background. Children from lower social-status homes generally watch more television and more violent programs than children from higher social-status homes. Black children tend to watch more television and more violent programs than white children, even when social status is controlled (Lyle, 1972). Black children show a higher preference for shows featuring families and a lower preference for variety shows than do white children (Surlin & Dominick, 1970). Children of ethnic minorities prefer programs with performers of the same ethnicity (Greenberg, 1972; Greenberg & Dervin, 1970).

B. Parental Influences on Children's Viewing

Not surprisingly, the television viewing pattern of children tends to resemble the viewing patterns of their parents, presumably due to such forms of influence as direct control, modeling, and joint decision-making. For example, parents might restrict the types of programs their children are allowed to watch. However, a number of studies indicate that most parents put very few restrictions on either the amount or the content of viewing by their children (e.g., Bower, 1973; Lyle, 1972; Lyle & Hoffman, 1972; Stein & Friedrich, 1972). For example, in one study, nearly 70% of mothers of first-grade children reported that they never restrict the amount of time their children may view, and about 30% reported that they never restrict the types of programs their children may view (Lyle & Hoffman, 1972). Furthermore, children of various ages typically report less than half the levels of parental control that their parents report. (e.g., Lyle & Hoffman, 1972; Rossiter & Robertson, 1975.) When parents do attempt to control the content of their children's viewing, their controls seem to have an effect, at least during the preschool years (Stein & Friedrich, 1972). It is during the period of 10 to 12 years of age, when the child is typically viewing most heavily and switching from child-like to adult-like program preferences, that parents are most likely to attempt to control their children's selection of television viewing (Bower, 1973), presumably in the hopes of shaping the newly emerging television preferences of their children.

A second way in which parents might influence their children's viewing preferences is through modeling, or setting an influential example. The parents' own use of television does in fact appear to influence both the content and the amount of television viewing by their children (Schramm, Lyle, & Parker, 1961), though this influence is generally small (Chaffee & McLeod, 1972) and it tends to decrease as the child matures (Lyle & Hoffman, 1972).

A third way that parents and children might affect each other's viewing patterns is through joint decision-making. There are typically numerous occasions when family members must jointly decide what to watch, particularly in single-set households. On these occasions a fairly consistent pattern emerges (Bower, 1973; Lyle & Hoffman, 1972; Wand, 1968). Disagreements between the parents occur on about half of the occasions that they both want to watch, with fathers tending to prevail over mothers. Disagreements between the parents and the children also occur about half the time, and the children tend to prevail almost as frequently as the adults. Children tend to have both more disagreements and more success with mothers alone than with fathers alone. Among siblings, older children tend to prevail over younger children. Thus, television decision-making appears to be a new area for the delineation of roles and the exertion of authority within the family. Considering the general lack of parental control of children's television viewing, and the finding that children win nearly half the disagreements with parents, it appears that children are notably more influential in this area of family decision-making than in most areas. It has been suggested that "...in the family, television often has the status of the 'children's medium' for which, by dint of interest and attention, the young have become the acknowledged resident experts" (Comstock, 1978, p. 14).

C. Television's Influence on Daily Activity Patterns

In light of the fact noted earlier that the television set typically plays for almost seven hours each day, it is clear that television often sets a framework within which human interaction occurs in the household. Much of a child's viewing time is spent in the company of siblings or parents, and conversations among the viewers tend to include a mixture of comments related and comments unrelated to the television program (Lyle & Hoffman, 1972). Nevertheless, compared with the behavior patterns found in the American home before the advent of television, it appears that, among other effects, television has served to reduce the total time spent in conversations among family members (Robinson, 1972). Furthermore, as the number of multiple-set households increases each year, the likely consequence will be to decrease the amount of joint viewing by family members and to increase both viewing alone and viewing in separate child-units and adult-units (Bower, 1973). Historical changes in children's use of television over the past three decades indicates a steady and continuing increase in the use of television and a decrease in the amount of joint viewing with parents.

The advent of television has led to major changes in the daily activities of individuals in every society that has been investigated. Data from studies of the adoption and current use of television in the United States (Bogart, 1972; Coffin, 1955; Robinson & Converse, 1972), together with comparisons of the time allocations obtained from large samples of set owners and nonowners in industrialized cities of Western Europe and Latin America (Scalai, 1972), provide a broad picture of the impact of television. The time that people spend watching television represents reductions in the time they spend in other activities, such as: sleeping; participating in social gatherings away from homw; listening to the radio; reading magazines and books; going to movies; conversing with others; working on household tasks; and participating in alternative leisure activities. In the United States, television has increased the total amount of time people spend on the mass media by 40%. About 75% of the time spent on the mass media is devoted to television, and about 33% of leisure time is spent watching television as the primary activity (Comstock, 1978). Thus, television clearly has a major social impact on the daily activity patterns of the American family.

III. What Do Children See On Television?

Considering that television has certainly become one of the most accessible and broadly used instruments through which children can observe and learn about human behavior, the question of what children typically see on television has become an important one. A number of studies have provided us with information about what types of programs children are likely to see and particularly about how television portrays: (A) violence; (B) prosocial acts; (C) role models; and (D) commercials. In general, these findings indicate that television presents children with a world that is quite different than the one they inhabit. Thus, much of what is depicted on television is neither duplicated nor readily testable in real-life experience — particularly for children, since their knowledge and experience is limited (Comstock, 1978).

Analyses of programs typically viewed by children should not be restricted to children's programming time, defined as "those hours other than prime time in which programs initially designed for children under 12 years of age are scheduled" (NAB Code News, 1974). It has been estimated that 85% of children's actual viewing time occurs during general audience or "adult" programming (NSF, 1975). Thus, in the process of analyzing the typical content of television programming viewed by children, the diversity of the types of programs they see should not be forgotten.

A. Violence

Violence on television has been investigated more thoroughly than any other content area, due in part to social concern and in part to the ease of reliable measurement. A violent episode has been defined as "the overt expression of physical force against others or the self, or the compelling of action against one's will on pain of being hurt or killed" (Gerbner, 1972, p. 31). Verbal abuse, idle threats, and comic gestures are not included. Rather, the definition focuses on the physical abuse of one character by another, including such specific acts as murdering, shooting, stabbing, fistfighting, hitting over the head, attacking, forcing action at gunpoint, and physically restraining. This definition has been reliably applied to assess the number of violent episodes occurring in a selected sample of television programs each year since 1967. The sample has consisted of all the dramatic fiction programs that aired on the three major networks during prime time during one week in November (Gerbner & Gross, 1976; Gerbner, Gross, Eleey, Jackson-Beeck, Jeffries-Fox, & Signorielli, 1977; Gerbner, Gross, Jackson-Beeck, Jeffries-Fox, Signorielli, 1978). Over 75% of these programs contained at least one incident of violence. The amount of violence portrayed on these programs remained remarkably steady over the 9-year period from 1967 through 1975. Violent episodes occurred at a rate of about 8 per hour for each of these years. The rate of portrayed violence rose to a record high level of 9.5 violent episodes per hour in 1976 and dropped to 6.7 violent episodes per hour in 1977, the last reported year.

It should be noted that in a comparison of all types of television programming, the highest rate of violence was found to occur in a type of programming designed specifically for children — that is, in cartoons (Slaby, Quarfoth, & McConnachie, 1974). Children's cartoon programs have been found to portray an average of between 17 and 30 violent episodes per hour, compared to an average of approximately 8 violent episodes per hour for all other programs (Gerbner, 1972; Slaby, Quarfoth, & McConnachie, 1974). In another type of analysis applied to all Saturday morning children's programs, 30% of the programs were considered to be "saturated" with violence while an additional 58% contained violence that was considered incidental or minor, for a total of 88% of Saturday morning programs containing at least some violence (Barcus, 1971).

There has been considerable debate over particular aspects of violence ratings, such as whether to label certain specific acts as "violent" or as "slapstick," and how to characterize certain physical acts in sports telecasts. There has also been controversy over whether the label "action/adventure" program is simply used euphemistically to mean "violent" program. However, the overall perception of violence is generally agreed upon by both trained and untrained observers, as well as by both children and adults. For example, adults in the general public were found to be in very close agreement with television critics on which programs contained high levels of physical violence (Greenberg & Gordon, 1972a). Likewise, films and television programs that adult researchers had preselected to represent either violent or nonviolent programs, were rated as such by both child and adolescent subjects (Greenberg & Gordon, 1972b; Katzman, 1972; Parke, Berkowitz, Leyens, West, & Sebastian, 1977).

Violence on television is generally depicted in stylized and nonrealistic ways. Much of television violence can be characterized in one or more of the following ways: (1) clean; (2) justified; (3) effective; (4) rewarded; and (5) humorous. For example, since the network codes generally forbid the showing of such realistic negative consequences of physical violence as blood, gore, and immediate or long-term suffering, television violence is often clean violence. In content analyses of televised violence, painful consequences have been found to occur so infrequently that observers could not rate them reliably (Gerbner, 1972).

The long-term consequences of violence for the victim, or for the victim's family and friends are rarely depicted. Network codes further specify that in depictions of criminal acts, it shall be shown that crime does not pay. In technical adherence to this code, many programs show the "bad guys" receiving punishment for committing a crime. However, the punishment often comes in the form of violent acts performed by the "good guys" and portrayed as justified, condoned, or even heroic violence. It has been found that on television the good guys display an equal amount of violence as the bad guys, and they often break the law in the service of supposedly justifiable ends (Lange, Baker, & Ball, 1969). Almost one-third of all law enforcers on television were found to commit violence; and 92% of the enforcers who were violent were major characters in the programs (Dominick, 1973).

Television violence is also frequently portrayed as being a highly effective means of attaining a goal. A disturbing finding is that the use of violent or illegal means was portrayed as being effective in attaining goals more frequently than the use of legal or socially approved means, and this finding was particularly strong in children's programs (Larsen, Gray, & Fortis, 1968). Those television characters who use violence, and particularly "good guys" who use violence, often stand to gain not only the direct reward of attaining their goals but also such added rewards as praise, social advancement, and material advantage. It has been suggested that television violence is rewarded at least as often as it is punished (Stein & Friedrich, 1975).

One additional type of response that frequently accompanies portrayals of violence on children's programs is laughter. Contrived adult laugh-tracks often accompany violent cartoon programming, cuing the viewing child to recognize that violence is considered to be humorous. For example, in a recent episode of the "Pink Panther," sound-tract laughter punctuates each episode as the main character pounds a lifeguard flat on a surfboard, empties a swimming pool as the lifeguard dives in, causes him to fall into a fire, and tricks him into being run over by a bus.

B. Prosocial Behavior

Despite the fact that there have been a number of recent investigations of the effects of viewing "prosocial" television programming, the precise content of prosocial behavior portrayed on television has not been thoroughly analyzed. Rather, research interest has focused on two particular public television programs generally considered to contain a great deal of prosocial content, and specifically designed for preschool children — "Mr. Rogers' Neighborhood" and "Sesame Street." In one recent attempt to specify the prosocial content of these two programs, observers assessed the frequency of occurrence of "positive reinforcement" and "punishment" given by adult, child, and fantasy characters for the cognitive and social behavior of others (Coates & Pusser, 1975). "Positive reinforcement" (a type of prosocial behavior) included giving praise and approval, offering instrumental help, giving physical affection, and giving tokens. "Punishment" included criticizing, ignoring, physically abusing, attacking, and withdrawing tokens or privileges. Both programs were found to contain very high levels of positive reinforcement, given primarily by adults and fantasy characters, for social behavior. Compared to "Sesame Street," "Mr. Rogers" contained more positive reinforcement and less punishment, as well as more instances of social behavior and less instances of cognitive behavior. Whereas on "Mr. Rogers" the agents of positive reinforcement and punishment were likely to be adult characters, on "Sesame Street" these agents were likely to be child or fantasy characters. Thus, the millions of children who watch each of these public television programs are exposed to a great deal of televised prosocial behavior. Yet, particularly for commercial television, the percentage of children's programs that clearly emphasize prosocial rather than violent content remains remarkably low.

C. Role Models

A number of misrepresentations are evident in television portrayals of such groups as women, ethnic minorities, lower class people, foreigners, and old people. At times, television may be said to present a relatively accurate "slice of life." One example is the recent documentary series consisting of filmed footage of spontaneous interaction within several American families. At other times television highlights or exaggerates the stereotypes and biases that can be found in real life. Examples are tough men who use violence to solve crimes (e.g., "Starsky and Hutch") and sexy women who use their sexuality to solve crimes (e.g., "Charlie's Angels"). On still other occasions, television introduces new and unique sets of stereotypes and biases. For example, dramatic characterizations such as the "Bionic Woman," and the "Incredible Hulk," as well as commercial characterizations such as "Ronald MacDonald" (the happy hamburger representative) and "Mrs. Olson" (the kindly coffee advocate) seem to have been borne more out of the unique possibilities and constraints of the television medium than out of real-life experience. Content analyses are of interest in revealing the specific ways and the extent to which television portrayals deviate from the patterns one would predict from real life.

Between 70% and 75% of the leading characters in prime-time television were found to be male (Gerbner, 1972; Tedesco, 1974), and the overrepresentation of males in children's programming has been even greater (Gerbner, 1972; Streicher, 1974). In one analysis, it was concluded that half of the most popular children's programs portrayed too few females to analyze (Sternglanz & Serbin, 1974). Even on the carefully researched "Sesame Street" program, a large majority of the appearing characters (78% by one analysis) are male, and all of the major muppet characters are male (Cantor, 1978).

Besides disproportionate representation, males and females are frequently presented on television in stereotyped roles and activities. For example, male and female characters on commercial television differ markedly from each other on a number of rated personality dimensions representative of culturally held sex-role stereotypes — including aggressiveness, ambition, independence, emotionality, and sensitivity (Busby, 1975). During prime-time programming, women characters are about 10 years younger on the average than men (Aronoff, 1974), and they engage in less varied and less prestigious occupations (Tedesco, 1974). In children's programs, females are portrayed as more deferential, and less aggressive, constructive, and effective than males (Sternglanz & Serbin, 1974).

Violence on television is typically depicted in different ways for males and females. In an analysis of all the television programs aired on three network affiliated stations during one week in 1974, it was found that 86% of all violent episodes occurred exclusively between males, and only 2% of the violence occurred exclusively between females. Females were the victims of male violence in 7% of the cases, and males were victims of female violence in 5% of the cases (Slaby, Quarfoth, & McConnachie, 1974). In other analyses, it has similarly been found that women are portrayed as less likely to be violent than men, as well as more likely to be the victims than the performers of violence (Gerbner & Gross, 1973; Tedesco, 1974). Although women's roles on television have typically been restricted to family and romantic contexts, there has been a recent increase in programs that feature nontraditional women characters involved with violence (e.g., "Police Woman," "Bionic Woman," "Wonder Woman," "Charlie's Angels"). However, even these characters continue to display aspects of the female sex-role stereotype.

With the exception of Black Americans, most ethnic minority groups in America are virtually absent from television or they are presented as ridiculous characters (Barcus, 1971; Mendelson & Young, 1972; Ormiston & Williams, 1973). Likewise, old people, and people involved in labor or service occupations are underrepresented on television compared to their numbers in the real world (Gerbner, 1972). Non-Americans are generally negatively stereotyped, particularly on children's programs. On prime-time television programs, foreigners were found to be more often cast as villians than were Americans (Gerbner, 1972). In one analysis of children's programs, over half of the "bad" characters and none of the "good" characters spoke with foreign accents (Mendelson & Young, 1972). The portrayal of Black Americans on television has undergone substantial change over the last decade. In the late 1960s, the portrayals of Black characters increased and shifted from the earlier demeaning roles to new roles of higher status (Clark, 1969; Dominick & Greenberg, 1970; Roberts, 1970). Nevertheless, more recent analyses indicate that Blacks are less often portrayed in work roles than Whites, and they are almost never shown in leadership positions without a White co-leader (Mendelson & Young, 1972; Ormiston & Williams, 1973). On children's television, some analyses have found Blacks to be portrayed with generally positive attributes (e.g., Mendelson & Young, 1972), while other analyses have found Blacks to be portrayed as either secondary or villainous characters more often than Whites (Ormiston & Williams, 1973).

D. Commercials

Children are exposed to an estimated average of 20,000 commercials each year, or slightly more than 3 hours of television advertising each week (NSF, 1975). In contrast to adult commercials, commercials directed toward children most frequently present edible products, the most prominent categories being cereals, snacks, desserts, candies and drinks. Toy commercials increase sharply in the pre-Christmas months, but are outnumbered even then by food commercials (Atkin & Heald, 1977; Barcus, 1971; 1976; Schuetz & Sprafkin, 1978; Winick, Williamson, Chuzmir, & Winick, 1973). In light of the current debate concerning the extent to which heavy and frequent use of sugar may be linked to such health problems as tooth decay, diabetes, malnutrition, hypertension, obesity, and possibly even behavior problems, it should be noted that a high percentage of the products advertised on children's television are heavily sugared edibles. It was found that 25% of all commercials on weekend morning television were for candy and sweets, 25% were for ready-to-eat cereals (most of which were pre-sweetened to contain 40-60% sugar), 10% were for eating places and fast-food restaurants, and 4% were for "snack foods," many of which are of questionable nutritional value (Barcus, 1975).

In children's advertising, and especially in commercials for food, the major type of message claim emphasizes the fun associated with the product. Although current children's commercials almost never overtly compare products or suggest that children ask their parents to purchase the product, many ads use jingles and frequent repetition of the brand name in an attempt to gain product recognition by children (Atkin & Heald, 1977).

Females have been found to be underrepresented in television commercials (about 37% of all characters), even though child characters in commercials are about evenly divided between girls and boys (Schuetz & Sprafkin, 1978). Women in commercials are typically shown in the home representing domestic products, whereas men are generally shown outside the home representing non-domestic products (Courtney & Whipple, 1974; O'Donnell & O'Donnell, 1978). A consistent finding has been that men's voices are used almost exclusively (84% to 93% of the time) as the unseen, authoritative speaker who imparts product information to the viewer (i.e., the "voice-over"), even for commercials involving women characters and domestic products (Courtney & Whipple, 1974; Cully & Bennett, 1976; Marecek, Piliavin, Fitzimmons, Krough, Leader, & Trudell, 1978; O'Donnell & O'Donnell, 1978). Yet, certain aspects of the portrayal of women's roles in commercials changed over the period from 1972 to 1974 (Marecek, et al., 1978). Although the overall percentage of women characters depicted in occupations outside the home remained relatively small during this period (about 25%), women appeared with increasing frequency in the higher status occupations of managers and professionals.

The portrayal of Nonwhite characters in commercials has also changed in particular ways from several decades ago when Nonwhites were virtually absent from commercials. Although Nonwhites have been found to appear in about 20% of children's commercials, it is interesting to note that only about 2% of children's commercials portray Nonwhites in the absence of Whites (Atkin & Heald, 1977). It seems that the practice has been to add Nonwhite characters to White group settings in order to depict an ethnically "integrated" setting. Thus, it can be seen that besides being carefully designed to attract, teach, and persuade the viewer, television commercials present extensive incidental information concerning social attitudes and behaviors.

IV. How Do Children Learn From Television?

Questions about how children learn are often addressed to the educator and answered by describing the success of specific teaching methods. In this sense, it might at first seem appropriate to direct the question of how children learn from television to an analysis of "educational" television which is designed specifically to teach. This narrow view of learning has been challenged by social learning theory which has provided the major theoretical framework guiding much of the research on television. This approach, and particularly Bandura's (1969) refinement of the concept of "observational learning," rests on the explicit assumption that children's abilities to learn through observation are not limited to a narrow set of circumstances and materials.

More than 15 years of research on observational learning from television has demonstrated that children can learn from "entertainment" television not specifically designed to teach the viewer, as well as from both educational television and television commercials; and children can learn from material that is incidental to the program (e.g., gratuitous violence), as well as from material that is central to the plot or purpose of the program. Furthermore, a considerable amount of "observational" learning can occur without any opportunity for children to practice what they have seen and without the occurrence of any obvious reinforcement given either to the television performers or to the children themselves. In light of the available research evidence, many social scientists have been emphatic in pointing out that, whether it is intended to be or not, television is definitely a teacher (e.g., Comstock, 1978; Rothenberg, 1975; Siegel in Liebert, Neale, & Davidson, 1973; Stein & Friedrich, 1975). The question is no longer whether children learn from television; rather, the question is how and what they learn.

One of the primary tenets of observational learning theory is that a distinction must be made between learning and performance. That is, children may learn a particular behavior from television without ever acting it out. Yet, given the "right" circumstances — even though these circumstances may be unusual or delayed — children may indeed perform what they learned from television. This distinction, though not a strict dichotomy, has helped researchers to focus separately on those processes that underlie learning (e.g., attention and comprehension) and those processes that underlie performance (e.g., cues of permissibility, probability of reinforcement, and instigation). In this discussion we will consider the research evidence related to two aspects of learning from television: (A) attention; and (B) comprehension.

A. Attention

Learning begins when the viewer pays attention to the displayed material. Although a minimum amount of attention is necessary for a viewer to learn what has occurred on television, apparent attention is no guarantee that the viewer is actually processing the information portrayed, since the viewer may be "staring blankly" or "tuning out" the material. On the other hand, relatively low levels of visual attention to the screen may be sufficient in some cases to permit the viewer to gain a sense of what has occurred on television, particularly for relatively simple and repetitive material and for material that is presented in both the visual and audio channels.

Children as young as 6 months of age have been found to "watch television," as indicated by the fact that they showed greater visual attention to the patterned picture stimulation of television than to an unpatterned glowing television screen, especially when the patterned picture was accompanied by sound (Hollenbeck & Slaby, 1979). Yet, while "watching television" in the usual way children typically attend to the screen less than one might think. For example, in a sample of young children who viewed "Sesame Street" in a naturalistic laboratory with their parent present, the average proportion of the program during which they visually attended to the screen varied from 12% for 1-year-old children to 58% for 4-year-old children (Levin & Anderson, 1976). In an assessment of the viewing habits of all family members as they viewed in their homes, the average proportion of attention to the screen was 52% for the 1- to 10-year-old viewers, 69% for the 11- to 19-year-old viewers, and 65% for the 20- to 75-year-old viewers (Bechtel, et al., 1972). However, the amount of time a viewer attends to the screen varies considerably depending on such factors as: (1) the overall viewing habits of the individual (Bechtel, et al., 1972; Levin & Anderson, 1976); (2) the presence of other viewers and play materials (Bechtel, et al., 1972); (3) the type of program or commercial content (Bechtel, et al., 1972); and (4) the production techniques or "formal features" of the program, independent of the content (Anderson & Levin, 1976; Huston-Stein & Wright, 1977).

Children generally show a lower level of attention to commercials than to program material; a decrease with age in their attention to commercials; and a drop in their attention from the beginning to the end of each commercial (Bechtel, et al., 1972; Wartella & Etteme, 1974; Zuckerman, Ziegler, & Stevenson, 1978). These findings have been interpreted as indicating "habituation," a simple form of learning which involves children becoming selectively inattentive to the estimated 20,000 repetitive commercials they see annually (Zuckerman, et al., 1978).

Program category or type has been found to strongly influence the amount of attention paid by viewers of various ages (Bechtel, et al., 1972). In one sample, children 1 to 10 years of age showed particularly high levels of attention to children's programs and particularly low levels of attention to sports, news, melodrama, and game shows. Children 10 to 19 years of age showed particularly high levels of attention to suspense shows and children's shows (both of which typically contain high levels of violence), and, in this sample, they did not select melodrama, game, or talk shows often enough to permit analysis. It should be noted that children's level of attention may be more strongly related to the form in which the program material is presented than to the content itself. For example, preschool-age children were found to show the same levels of attentiveness to high-action programs regardless of whether they were high or low in violence (Huston-Stein, 1977). Violence per se did not account for a significant amount of the children's attention independent of the non-content features of the programs. This finding suggests that although violence is often incidental to the plot, it may frequently be added to high-action programs based on a mistaken assumption that it will increase the child viewer's interest or level of attention.

Research has indicated that the formal features of programming that can enhance young children's attention to the screen include: (1) visual features, such as portrayals of puppets, children, characgers in eye contact with the audience, characters engaged in lively activities, scene changes, and reverse motion; and (2) auditory features, such as peculiar voices, sound effects, lively music, individual singing, rhyming, repetition, alliteration, sound changes, and frequent changes of speaker (Anderson & Levin, 1976; Huston-Stein, 1977). In addition, for children 1 to 4 years of age, the shorter a program segment is, the higher the proportion of time children are likely to attend to it (Anderson & Levin, 1976).

B. Comprehension

Research on children's understanding of television, tested immediately after viewing indicates that young children often comprehend only part of what they see. For example, in a study of children 4 to 5 years of age, most of the children were found to comprehend less than half of the explicit statements of fact related to the central educational theme of a 3-minute program segment designed specifically for children, despite the fact that the children watched closely and reported that they enjoyed what they saw (Friedlander, Wetstone, & Scott, 1974). Similarly, children 5 to 7 years of age were found to comprehend only 38% to 67% of the material in a 30-second prosocial commercial (Poulos, 1977). However, after the commercial had been carefully refined for children, comprehension increased substantially to include 93% of the basic content. Considering how poorly young children understood the original versions of these brief and simple segments, it would seem that their understanding of the longer and more complex programs that they typically watch is likely to be even less accurate.

These findings underscore the need to make use of assessments of comprehension in designing television materials tailored to the characteristics and limitations of child audiences. For example, techniques which have been shown to enhance children's learning from "Sesame Street" include making sharp distinctions between relevant and irrelevant content, repeating concepts, and using a rate and level of presentation that is appropriate for the age group (Ball & Bogatz, 1970; Bogatz & Ball, 1971; Lesser, 1974). In some cases, the needed refinement may be relatively simple. For example, whereas less than half of the 5-year-old children in one study were able to understand the standard disclaimer used in commercials, "partial assembly required," all the 5-year-old children tested were able to understand the disclaimer message when it was restated as, "It must be put together before you can play with it." (Liebert, Sprafkin, Liebert, & Rubinstein, 1977).

For elementary and high school viewers, a consistent finding has been that there is a steady increase with age in the learning of plot-related content (either directly observed or inferred); whereas the learning of peripheral content (non-plot related material) generally increases to a certain age (e.g., 12 years) and decreases thereafter (Colling, 1970; Collins, Wellman, Keniston, & Westby, 1978; Hale, Miller, & Stevenson, 1968; Hallahan, Kaufman, & Ball, 1974; Hawkins, 1973; Katzman, 1972; Ward, 1972). The age trends in the learning of peripheral content seem to vary with the viewer's level of interest in the program content. Thus, the ability to comprehend certain types of material while simultaneously ignoring other types of material appears to show age-related changes.

Children also show steady improvement with age, which is to say they show clear developmental changes, in their understanding of a number of aspects of televised material, including: (1) sequences of events (Leifer, Collins, Gross, Taylor, Andrews, & Blackmer, 1971); (2) motivations underlying behavior (Collins, 1973; Collins, Berndt, & Hess, 1974; Leifer, et al., 1971; Leifer & Roberts, 1972; Meyer, 1973); (3) consequences of behavior (Collins, 1973; Collins, et al., 1974; Leifer & Roberts, 1972); (4) links between temporally separated events (Collins, 1973); (5) content and purpose of commercial messages (e.g., Blatt, Spencer, & Ward, 1972; Wackman, Wartella, & Ward, 1977); and (6) distinctions between human, puppet, and cartoon characters (Leifer, et al., 1974; Quarfoth, 1978).

Since children's overall understanding of televised material is based on their understanding of a combination of aspects of television portrayals, such as those listed above, at different points in development, children's overall understanding and interpretation of television material will differ in particular ways from that of adults. For example, in one study, children in kindergarten, 2nd, 5th, and 8th grade were shown an edited version of an "action/adventure" program and then tested to determine what they recalled (Collins, et al., 1974). Whereas children in kindergarten and 2nd grade tended to remember either aggression alone or aggression and its consequence, children in the 5th and 8th grade remembered both the motives and the consequences of a number of different behaviors in addition to aggression. When asked to evaluate the televised character, the young children tended to evaluate the aggressor solely in terms of the consequences of his actions, whereas the older children based their evaluations on a combination of the aggressor's motives and consequences.

The extent to which children's comprehension of televised material may differ from that of adults is further illustrated by their failure to make adult-like distinctions between cartoon, puppet, and human television characters. In one study, children in kindergarten and 1st grade were found to be more likely than children in the 3rd and 4th grade to judge cartoon and puppet characters as being "alive" and able to "walk and talk by themselves;" the majority of these younger children did not fully differentiate human and cartoon characters (Quarfoth, 1978). When asked to explain their choices, about 25% of the younger children said that cartoon characters could move and talk because, "there's people inside them." In general, kindergarten children showed confusion about the mechanics of television that seemed to affect their perceptions about the reality of the characters. Many believed that the people shown on television are really standing inside the set, having gotten there, for example, because "those people are made smaller than us and when you turn the TV on, they're lowered down by a rope" (p. 13).

V. What Are the Effects of Television Violence

This topic has generated more research evidence and received more public attention than any other single area of television research. Indeed, research related to this topic has involved over 10,000 American children and youths from a wide variety of backgrounds. It has involved laboratory experiments, correlational field studies, and naturalistic investigations, documented in over 150 published scientific papers and over 30 substantive reviews of the evidence. Public debate on the topic has occupied no less than seven congressional hearings since 1952 and several recent national hearings by citizens' groups such as the Parent Teachers Association. Although it is clearly beyond the scope of this discussion to fully review this area, we will identify and briefly discuss evidence related to the following potential effects of viewing television violence: (1) an increase in the viewer's own level of aggression; (2) an increase in the viewer's indifference to the violence of others; and (3) a distortion of the viewer's perception of the realistic role of violence in our society.

A. Level of Aggression

Based on a review of the research evidence available in 1972, the Surgeon General's Scientific Advisory Committee on Television and Social Behavior offered the following conclusion:

> "...there is a convergence of the fairly substantial experimental evidence for short-run causation of aggression among some children by viewing violence on the screen and the much less certain evidence from field studies that extensive violence viewing preceded some long-run manifestations of aggressive behavior. This convergence...constitutes some preliminary indication of a causal relationship..."

In evaluating this rather tentative statement, it should be noted that the advisory group was not strictly neutral on this issue since the group was formed by permitting representatives of the television industry to blackball a number of outstanding behavioral scientists and to replace them with individuals who had longstanding links to the television industry. It has been claimed that "the Congress and the public might well have gotten a rather different report than the one written by the Committee" had such professional associations as the American Psychological Association and the American Psychiatric Association been given the same reviewing privilege that was given to the networks and the trade association (Siegel, 1975, p. 21). Also, re-evaluation of the conclusion is warranted in light of the additional evidence generated since this report in 1972.

Viewing television violence can, and sometimes does, increase the level of aggression of the viewer. Empirical support for this conclusion now exists for a broad range of viewing stimuli and circumstances, including: (1) cartoon violence, as well as realistically portrayed violence (e.g., Bandura, 1965; Bandura, Ross, & Ross, 1961; 1963; Ellis & Sekyra, 1972; Steuer, Applefield, & Smith, 1971); (2) unedited programs that have actually been broadcast on television, as well as material that has been edited or constructed for purposes of research (e.g., Bandura, 1965; Stein & Friedrich, 1972); (3) violence presented on the television screen, as well as violence presented by live models or on a movie screen (e.g., Bandura, 1965; Bandura, et al., 1963; Parke, et al., 1977; Stein & Friedrich, 1972); (4) naturalistic viewing circumstances, as well as controlled laboratory circumstances (e.g., Bandura, 1965; Steuer, et al., 1971); and (5) single exposure to a violent program, as well as repeted exposure to many violent programs (e.g., Bandura, et al., 1963; Parke, et al., 1977).

Empirical support for increases in levels of aggression has been found for a variety of types of viewer, including: (1) adults, as well as children (e.g., Berkowitz, 1971; Liebert & Baron, 1972); (2) viewers with no history of unusually aggressive behavior, as well as viewers who have had such a history (e.g., juveniles who are considered delinquent for reasons of unlawful aggression) (e.g., Hartman, 1969; Park, et al., 1977; Stein & Friedrich, 1972; Steuer, et al., 1971; Wolf & Baron, 1971); and (3) viewers who have not been subjected to a frustrating experience before viewing, as well as viewers who have been experimentally frustrated (e.g., Hartman, 1969; Liebert & Baron, 1972).

Furthermore, an increased probability of viewer aggression has been found for: (1) aggressive responses different from those directly portrayed, as well as aggressive responses that have been directly imitated (e.g., Bandura, 1965; Liebert & Baron, 1972); and (2) long-term measurements of the effect, as well as measurements immediately following exposure (e.g., Lefkowitz, Eron, Walder, & Huesmann, 1972; Liebert & Baron, 1972). For example, one of the most important studies reported to the Surgeon General's Committee was a 10-year follow-up investigation of over 200 children (Lefkowitz, et al., 1972). It was found that the amount of violent television watched by boys at age 9 was the best single predictor of their juvenile delinquency offenses related to aggression at age 19 — somewhat better than a number of other well-established predictors of juvenile delinquency. The effect did not hold for girls, however, presumably because the sample of girls who were delinquent for reasons of aggression was too small. The investigators concluded that watching television violence leads to the building of long-lasting aggressive habits.

The general conclusion that television violence can and sometimes does increase the viewer's level of aggression may now be considered an established scientific finding, since it is based on a large and diverse body of independently replicated findings, both correlational and experimental in nature. For example, evidence supporting the elicitation of aggression effect was found in a correlational study with delinquent boys who had chosen to watch violent television at home (Lefkowitz, et al., 1972). This finding was strengthened when the same effect was found in an experimental study in which delinquent boys in a residential center were randomly assigned to view either violent or nonviolent films and their behavior was independently observed (Parke, et al., 1977). However, the general conclusion does not mean that the effect occurs of necessity on a given occasion or for all children. There can never be certainty that a particular television portrayal will have a specific effect for all children, nor that a particular aggressive act was completely determined by the observation of television violence. Rather, the conclusion is based on the demonstrated likelihood that, on the average, a given group of children who view violence will show higher levels of aggression than an appropriate control group of children who view either neutral programming, nonaggressive programming, or no programming.

It should be noted that this conclusion reverses the earlier "catharsis" hypothesis that the observation of television violence will -- through a process of draining the viewer's emotional energy -- lower the viewer's level of aggression. Although there are several findings suggesting that there may be limited circumstances in which children's level of aggression is lowered following the viewing of television violence (e.g., Feshbach, 1955; Feshbach, 1961; Feshbach & Singer, 1971), the weight of the evidence contradicts the catharsis hypothesis.

Although no individual child or group of children has been shown to be immune to the effect of television violence and no set of circumstances has been shown to preclude the effect, it appears that certain types of viewers are more susceptible than others, and certain types of portrayals are especially likely to elicit the effect. For example, it appears that boys are more susceptible than girls. Presumably part of the explanation for this sex difference derives from the fact that, in general, males receive greater encouragement and reinforcement than do females for performing aggressive behaviors that they have learned. In addition to other societal influences, it may be that television itself teaches children that aggression is more appropriately performed by males than by females, since aggression is portrayed on television as more often performed by males and more often rewarded when performed by males. Thus, although boys and girls may learn equally about the content of television violence, their performance of what they have learned may also be influenced by television cues of the permissibility of aggression for their own sex (Bandura, 1965).

A number of factors related to the way violence is typically portrayed on television have been found to heighten the elicitation of aggression effect. For example, in the previous discussion of content analyses, it was noted that violence is frequently depicted on American television as being clean, justified, effective, or rewarded. Research evidence indicates that each of these characteristics of violence portrayals tends to increase the likelihood that observed violence will be performed (e.g., Goranson, 1970). For example, "clean" television violence is more likely to elicit aggressive behavior than is realistically portrayed violence in which the consequences of physical and emotional suffering are depicted. The same is true for portrayals of justified violence, such as acts performed by the "good guys," as opposed to unjustified violence; and for effective or rewarded violence, as opposed to violence that is ineffective, unrewarded, or punished (Goranson, 1970).

Although the influence of humor combined with violence has not in itself been investigated, it is interesting to note that in one study, those children who smiled the most while violence was being portrayed were found to show the highest levels of aggressive behavior following exposure to violence (Ekman, Liebert, Friesen, Harrison, Zlatchin, Malmstrom, & Barron, 1972).

B. Indifference Toward Violence

Exposure to televised violence may "desensitize" or make the viewer less likely to respond both physiologically and behaviorally to the aggression performed by others. Children typically show greater emotional response (as measured by skin conductance) to those cartoons and films that contain violence, as compared to those that contain no violence (Osborn & Endsley, 1971). However, children with a history of high levels of exposure to television (and thus presumably to the violence portrayed on television) show some evidence of densensitization. That is, they have been found to show lower levels of emotional arousal (as measured by skin conductance and blood volume pulse amplitude) in response to a moderately violent television program than children with a history of low levels of exposure to television (Cline, Croft, & Courrier, 1973).

In addition to emotional desensitization to televised violence, it appears that the viewing of violence can contribute to behavioral indifference to real-life aggression. In several laboratory studies, children who had previously watched a violent program (as compared to children who had watched a neutral program) were found to be far slower to intervene themselves or to call for adult intervention when younger children for whom they were "babysitting" began to play destructively and to fight (Drabman & Thomas, 1974; 1975; Thomas & Drabman, 1975; Thomas Horton, Lippincott, &

Drabman, 1977). These findings of increased indifference to violence are not incompatible with the previously discussed findings that television violence can increase the viewer's own level of aggressiveness, any more than callousness is incompatible with meanness (Comstock, 1977).

C. Perceptions About Real-Life Violence

A growing body of evidence suggests that heavy television viewing may lead both children and adults to form distorted perceptions about a number of aspects of real life, including the role of violence in our society (Gerbner & Gross, 1976; Gerbner, et al., 1977; Gerbner, Jackson-Beeck, Jeffries-Fox, & Signorielli, 1978). The general research strategy in this area has been to compare the questionnaire responses of individuals who differ in the amount of television they watch, but who are matched on major variables, such as age, sex, social class, intelligence quotient, and use of other media. Individuals are defined as "heavy" viewers if they watch 6 hours or more per day, "medium" viewers if they watch between 2 and 6 hours per day, and "light" viewers if they watch 2 hours or less per day. To the extent that the perceptions of heavy television viewers are consistently more likely than those of medium or light viewers to resemble the distortions of reality found on television, it is concluded that television may contribute to these distorted perceptions.

Heavy viewers show a pattern of responses that has been described as the "mean world" syndrome (Gerbner, et al., 1977). That is, consistent with television's portrayal of the world, heavy viewers are more likely than light viewers to mistrust others and to hold an exaggerated view of both the prevalence of violence and the appropriateness of its use. In particular, heavy viewers are more likely than light viewers to give mean-world responses when asked about each of the following issues: (1) the chances of encountering violence in everyday life; (2) the percentage of men employed in crime detection; (3) the percentage of crimes that are violent; (4) whether they would be afraid to walk in the city at night; (5) whether they have actually taken such precautions as installing new locks, keeping a gun, avoiding certain areas of town; (6) whether it is generally all right to hit someone when mad at them; (7) whether people generally look out only for themselves; (8) whether a person can't be too careful in dealing with others; and (9) whether people will generally take advantage of you if they get the chance.

Since the differences between heavy, medium, and light viewers were found consistently even though a variety of social and personal characteristics of the individual were controlled, it seems fair to conclude that the experience of heavy television viewing may contribute to a "mean world" perception of reality. However, further research involving experimental manipulation is needed to assess the possibility that individual characteristics may directly contribute to both a "mean world" perception of reality and a propensity to watch television heavily. For example, an anxious individual who is afraid to go out at night for reasons independent of televison, may therefore stay at home and become a heavy television viewer. This situation would not rule out the possibility that heavy television viewing might then further heighten the individual's fears, setting up a potential vicious cycle.

Although the major portion of research in this area has been limited to adults, similar relationships have been found between heavy television viewing and social perceptions for children. For example, for children 9 to 14 years of age, heavy viewers were more likely than light viewers to answer that they would be afraid to walk in the city at night. In fact, this relationship between heavy television viewing and fear appeared to be even stronger for children than for adults (Gerbner, et al., 1978). Additional research in this area will help to evaluate the hypothesis that television will most influence children in those areas where opportunities for direct experience and exposure to other sources of influence are minimal (Comstock, 1978).

VI. What Are the Effects of Educational and Prosocial Television?

One suggestion repeatedly made in the 1972 Surgeon General's Report by researchers of televised violence was that programmers and researchers should turn their attention to developing and assessing the largely untapped potential of television for teaching various positive and socially desirable forms of behavior. The general term "prosocial behavior" was initially used to provide a needed contrast to the anti-social behaviors being studied. In this context, the term refers to a broad class of behaviors that generally have the endorsement of society. Partially in response to these suggestions, a moderate amount of research evidence has recently been generated on how television may enhance such positive social behaviors as cooperation, helping, sharing, self-regulation, and imaginative play. In addition, research activity promises to increase in the near future, as indicated by a recent survey in which television researchers listed the study of prosocial behavior as the top priority (Comstock & Lindsey, 1975).

A second and converging line of research has been generated in connection with the formation and early evaluation of "educational" programs, such as "Sesame Street" and "Electric Company," which were designed primarily to teach young children academic and cognitive skills with a secondary purpose of encouraging prosocial behavior. In keeping with these two lines of research, we will briefly discuss television's potential for: (A) increasing the viewer's academic skills; and (B) increasing the viewer's prosocial behaviors.

A. Academic Skills

"Sesame Street" was designed with the primary objective of preparing young children, and particularly inner-city low-income children, for school learning. The production and evaluation of the program was guided by the specific goals of improving children's performance in four areas of school readiness: (1) symbolic representation (e.g., using and recognizing letters, numbers, and geometric forms); (2) cognitive organization (e.g., classifying, sorting, and perceptually discriminating objects); (3) reasoning abilities (e.g., making causal inferences and solving basic problems); and (4) physical and social knowledge (e.g., identifying and distinguishing elements of the natural and human-made environments).

In evaluations of "Sesame Street" that were carried out during the first 2 years of broadcasting, child viewers showed significantly improved performance on each of the school readiness skills (Ball & Bogatz, 1970; Bogatz & Ball, 1971). Tests specifically designed to measure skills taught on the program were administered before and after the viewing season to children who were encouraged to watch the program and to others who were not. Surprisingly, in the first year's sample a comparison group who never watched "Sesame Street" could not be found since nearly every child who was contacted watched at least occasionally. Consequently, children were divided into groups according to the relative amount they watched. Improvement was found to be directly related to the amount of viewing. In the second year's sample, particular sites were chosen at which "Sesame Street" was unavailable except by special cable or UHF reception. One group of children was given reception capacity and parental encouragement to watch, while a control group was given no such experience. Again, it was found that improvement on these school-related skills was directly related to the children's amount of viewing of the program. Improvement also appeared to generalize to a wider range of verbal skills than those specifically taught. It should be noted that a recent reanalysis of the overall effects of watching "Sesame Street" has indicated that the improvements, while substantial, were not as large as was first reported (Cook & Connor, 1976).

Several other findings are noteworthy. Younger children (3 years of age) improved more than older children (5 years of age). Among frequent viewers, disadvantaged and advantaged children showed equal improvement; whereas among infrequent viewers, advantaged children showed relatively greater improvement, presumably because they had other sources for learning the tested skills. The encouragement given to parents to expose their children to "Sesame Street" resulted in greater improvement by their children than by control children, even when the amount of viewing time was equated. It may be that encouraged parents watched and/or discussed the program with their children more often than control parents, thereby increasing the impact of this educational programming on their children. Contrary to the prediction of some critics that children who watch "Sesame

Street" would be bored in school (where learning would presumably be less exciting), children who frequently watched "Sesame Street" were ranked higher on school performance by their teachers, and they showed more positive attitudes toward school than children who did not watch the show frequently.

The program "Electric Company" was developed by Children's Television Workshop, the same organization that created "Sesame Street." It was designed to teach specific reading-related skills to elementary-school children. Children who watched "Electric Company" in school showed greater improvement than children who received the usual reading instruction with no viewing in school (Ball & Bogatz, 1973). However, improvement appeared to be limited to the specific skills taught by the program since no improvement was found in a test of general reading skills. Although the specific improvement associated with viewing in school occurred across age, sex, and ethnic group, children in the first and second grades showed greater improvement than children in the third and fourth grades. Children whose reading skills were in the bottom 10% of the distribution showed no benefit. Disappointingly, children who watched "Electric Company" at home showed no improvement, even if they watched frequently. Thus, the success of "Electric Company" when viewed in schools may have been due in part, to various aspects of the viewing context in schook, such as increased attentiveness and rehearsal by children and supplementary discussion and explanation by teachers. An important area of future research is the evaluation of various aspects of the viewing context that may heighten or diminish the impact of program material on the viewing child.

Several other experimental programs have been shown to be successful in particular contexts in teaching children educational lessons and cognitive skills. For example, a series of televised programs called "Mulligan Stew" was designed in association with the U.S. Department of Agriculture to teach children about nutrition. Children's tendency to eat a balanced diet was directly related to the number of shows they had seen (Olien, Tichenor, & Donohue, 1975). However, in the absence of school support, the program had little effect because it was rarely viewed by children. In another example of experimental programming, a series shown on videotape to a group of Native American preschool children was found to be successful in improving a variety of cognitive skills such as conservation, seriation, and effective techniques for answering questions (Henderson, Swanson, & Zimmerman, 1975a; 1975b).

B. Prosocial Behavior

Although the effects of prosocial television has not been investigated as thoroughly as the effects of televised violence, early indications are that the processes that have been proposed to explain the learning and performance of aggressive behavior can also be related to prosocial behavior. A number of studies conducted in both laboratory and field settings have demonstrated that the observation of televised prosocial content can and sometimes does lead to an increase in the prosocial behaviors performed by the child viewer. Following the viewing of prosocial programming, increases have been found in a variety of interpersonal behaviors of young children, including helping, sharing, cooperating, showing nurturance, verbalizing feelings, showing empathy, and playing imaginatively (Coates, Pusser, & Goldman, 1976; Collins, 1976; Collins & Getz, 1976; Cosgrove & McIntyre, 1974; Friedrich & Stein, 1973; 1975; Leifer, 1975; Paulson, 1974; Poulos, Rubinstein, & Liebert, 1975; Singer & Singer, 1976; Shirley, 1974; Stein & Friedrich, 1972; 1975).

In most of these studies prosocial material has been limited to the program "Mr. Rogers," and the age level of the viewer has been limited to preschool-age children. But there are several exceptions. A program from the "Lassie" series has been shown to increase elementary-school children's willingness to help others in a situation similar to the one portrayed (Poulos, et al., 1975). Also, a "Sesame Street" program has been shown to increase the cooperative behavior of preschool children in situations that directly paralleled those portrayed in the program; however, in several evaluations, the effect has failed to generalize to other prosocial behavior not directly portrayed (Leifer, 1975; Paulson, 1974). For "Sesame Street," the goal of stimulating various forms of prosocial behavior is of secondary importance relative to the main objective of stimulating academic skills. Although the two goals need not necessarily interfere with one another, it has been suggested that the lack of a strong prosocial effect for "Sesame Street" may be partially attributable to its relatively frequent use of negative behavior (or "punishment"), often presented in the form of slapstick gestures, to heighten the entertainment value of segments designed primarily to teach academic skills (Coates, et al., 1976).

In order to compare the effects of the two popular children's programs, "Mr. Rogers" and "Sesame Street," on preschool children's social behavior during free-play periods in the classroom, children were exposed to one of these two programs each day for a week and their behavior was observed (Coates, et al., 1976). Particular segments of "Mr. Rogers" were preselected to represent its usual emphasis on social and emotional development, with high levels of positive reinforcement and an absence of punishment; and particular segments of "Sesame Street" were chosen to represent its usual emphasis on academic skills, with moderate levels of both positive reinforcement and punishment. Results were consistent with predictions based on content analyses of the levels of positive reinforcement, punishment, and general social contact behavior portrayed in these programs. Children who watched "Mr. Rogers" showed general increases in their levels of both positive reinforcement and social contact directed toward other children and adults in the preschool. Children who watched "Sesame Street" showed no overall changes in their social behavior. For those children who showed lower than average baseline levels of social behavior, both programs were apparently effective in stimulating all observed forms of social interaction, although neither a nonviewing control group nor a control group which observed a nonsocial program were included for comparison. More recently, "Sesame Street" has increased its emphasis on such prosocial behaviors as cooperation, safety, fear reduction, and understanding of another's point of view. Preliminary results indicate that these messages are generally understood and sometimes implemented by young children (Paulson, 1974; Silverman, 1977).

Prosocial programming for older children is a relatively new phenomenon. Elementary-school children's understanding of the prosocial themes included in five children's programs (e.g., "Fat Albert and the Cosby Kids") has recently been tested (Columbia Broadcasting System, 1977).

The themes included the arrival of a new baby, the divorce of parents, the child's pride in a father's job even when it is menial, and the cultural uniqueness of Native Americans. Children who watched a program at home or in the laboratory reported many of these prosocial messages correctly, and there was little relation between enjoyment and understanding of the program's content. Although no attempt was made to determine whether the viewer's behavior was affected, these findings demonstrate the potential for communicating prosocial messages to children through television.

VII. What Are the Effects of Role Stereotypes Portrayed on Television?

As we have discussed, American television often underrepresents and misrepresents such groups as women, ethnic minorities, lower class people, foreigners, and old people. Although many social scientists have speculated that stereotyped portrayals on television may play a major role in shaping the social attitudes and behaviors of children (e.g., Cantor, 1978; Comstock & Cobbey, 1978), there is unfortunately only indirect evidence related to this hypothesis. The most common research strategy in this new area has been to test the broader hypothesis that the more television children watch, the more closely their attitudes will reflect the general stereotypes portrayed on television (as has been established in other studies of television content). Thus, this research is designed to be exploratory, and, at best, the results can only suggest the possibility of a causal effect without specifying causal factors.

A. Sex-Role Attitudes

In one study, elementary-school children who normally watched over 25 hours of television per week scored higher on a measure of identification with traditional sex roles than did children who watched less than 10 hours per week (Freuh & McGhee, 1975). A similar finding resulted from an exploratory study using the same sex-role measure (Gadberry & Schneider, 1978). For 6 weeks, the television viewing of one group of 6-year-old children was experimentally restricted (to about 50 minutes per day), while the viewing of a control group was unrestricted (averaging about 100 minutes per day). Whereas boys and girls whose television watching had been restricted did not differ from each other in the subsequent test of traditional sex-role identification, boys and girls whose television watching was unrestricted did differ, with boys scoring as more "male-identified" and girls as more "female-identified." Although the generalizability of these findings is limited by the small sample size and the absence of pretest measures, this study illustrates the potential importance of experimental manipulation, in addition to correlational research strategies, in establishing causal links.

In a recent naturalistic experiment, 6th- and 9th-grade Canadian boys showed increased sex-stereotyping in their ratings of the appropriateness of sex-typed behaviors years after television had first been introduced into their community, compared to their scores before its introduction (Kimball, 1977). The finding did not hold for girls, which may be partially explained by the relatively small number of female models typically shown on television. Although there were some inconsistent findings in other related components of this study, making the overall findings difficult to interpret, the study represents a bold methodological approach that could prove productive in a number of different areas of television research as television use is initiated, increased, or reduced in various groups or locations.

Television can serve as a major supplier of information about various occupations with which children typically have no direct contact. Children in the elementary-school years generally understand best those occupations with which they have direct personal contact (e.g., teacher, supermarket clerk, school janitor). More importantly, those non-personal-contact occupations which are featured on television (e.g., lawyer, reporter, butler) are understood significantly better than those non-personal-contact occupations for which children must rely on the general culture as their source of information (e.g., bank president, general accountant, shipping clerk) (DeFleur & DeFleur, 1967). Also, boys and girls have equal knowledge of those occupations which are featured on television, whereas from general cultural sources, boys gain more knowledge about unfamiliar occupations than do girls. Children give much more consistent ratings among themselves, and they show more agreement with adults, in their ratings of the social status of those occupations which are featured on television as compared either to occupations observed directly or to unfamiliar occupations not featured on television. These findings suggest that by watching television, children may gain a considerable amount of information about occupational roles not normally "visible" to the children in the community. However, television may have the "homogenization effect" of offering uniform interpretations of the relative social status of these occupations, apparently resulting from the sterotyped ways in which television portrays occupational roles. Considering that boys and girls often must begin to formulate their occupational preferences and to select their place in society's work force based on incomplete information about the range of options, the type of information supplied by television can have an important influence on their choices.

An incompletely reported study suggests that heavy television viewing may strengthen the appeal of traditionally sex-stereotyped careers (Beuf, 1974). In answer to the question, "What do you want to be when you grow up?" 76% of the 3- to 6-year-old children who were heavy television viewers chose sex-stereotyped careers "appropriate" for their own sex (e.g., "policeman," "sports superstar," or "cowboy" for boys; and "nurse" for girls), as compared to 50% of those children who viewed less television.

Given the current content of television, children who view heavily are likely to learn traditional sex-role stereotypes. However, several recent findings point to the potential of television either for reversing the current stereotypes about the "sex-appropriateness" of particular occupations (Miller & Reeves, 1976) or for fostering egalitarian attitudes about sex-roles (Flerx, Fidler, & Rogers, 1976). In the latter study, 4- and 5-year-old children were found to display more of the traditional sex-role stereotypes than did 3-year-old children, and boys displayed more stereotypes than did girls. An attempt was made to foster egalitarian attitudes about sex-roles either by showing some children films depicting egalitarian sex roles (e.g., "Free to Be. . . You and Me"), or by reading to other children stories from egalitarian picture books. In contrast to a control group of children who were read typical children's stories which contain traditional sex-role stereotypes, children in both egalitarian groups reduced their stereotypic thinking after just two hours of exposure distributed over one week. Also, the film presentations produced more enduring changes in several of the stereotyping measures than did similar picture book presentations. While these findings demonstrate rather dramatically the potential of television for fostering egalitarian sex-role attitudes in young children, it is noteworthy that the lack of commercial films portraying the sexes in an egalitarian manner meant that the researchers had to produce several such films themselves (Williams, 1978).

B. Attitudes About Minorities

The portrayal of minority characters on television may serve several important functions. Television can provide nonminority children with an important source of social knowledge about groups of individuals with whom they have limited actual social contact. For example, rural and suburban White children were found to be more likely than urban White children to state that they use television to find out "how to behave with Black people" (Greenberg, 1972). Findings such as these emphasize the importance of presenting an accurate portrayal of minorities on television, since the value of television portrayal for the viewer depends directly on its accuracy. Even within one's own group, television may provide influential social cues. Black children tend to be heavy television viewers, particularly of shows featuring Blacks, and they are generally more likely than White children to believe that television portrayals are realistic and true to life.

Although there is unfortunately very little evidence on the attitudinal and behavioral effects of viewing television portrayals of minority characters, several experimental studies of children's imitation of models are suggestive. Black children three to five years of age were found to imitate a White peer model presented on videotape more than a Black peer model, and to imitate a rewarded model more than a punished model (Neely, Heckel, & Leichtman, 1973). Furthermore, the race of the model appeared to be as important as the reinforcement given to the model, since the White punished model was imitated about as much as the rewarded Black model. Similarly, first- and second-grade Black boys were found to imitate White adult models presented live more than Black adult models, and rewarded models more than punished models (Liebert, Sobol, & Copeman, 1972). In another sample of second-grade children, balanced by sex and race, it was found that White girls imitated boy models of both races presented on videotape more than they imitated girl models, and Black girls imitated Black boys more than they imitated other models (Nicholas, McCarter, & Heckel, 1971). Taken together, these results support the interpretation that the model's similarity to the viewer (in terms of race and sex) may have less influence on the viewing child's imitative behavior than the model's culturally ascribed status (Comstock & Cobbey, 1978). That is, Whites and males are influential models for children in all groups. These findings suggest that even young children have an awareness of the social status discrepancies between races and sexes.

Children's attitudes about the desirability of minority children as playmates appears to be amenable to change based on their television exposure to minority children. While English Canadian preschool children showed a greater preference, as compared to control children, to choose minority playmates after exposure to either Nonwhite children (Oriental and Native American) or White children of different ethnicity (French Canadian) presented by way of videotape segments inserted in the program "Sesame Street" (Gorn, Goldberg, & Kanungo, 1976). Assessment of the generalizability of findings such as these to portrayals of other minority groups, to child viewers of other backgrounds and ages, and to long-term changes in attitudes and behaviors is an important area for future research.

VIII. What Are the Effects of Television Commercials?

Television commercials differ from standard television programming in several important ways. Commercials are designed around the primary goal of selling products, they are constructed to make the products appear as appealing and irresistible as possible, and they present persuasive messages that carry with them the inherent authority associated with television. Recent research findings suggest that young children show limited ability to understand, interpret, and use objective judgment in responding to these aspects of commercials. This limited understanding potentially leaves young children highly susceptible to persuasion by commercials. As discussed previously, children are exposed to an estimated 20,000 commercials each year, many of which may be considered to run contrary to their own welfare. Thus, research evidence related to children's understanding of the nature of commercials and their susceptibility to commercial persuasion takes on added importance.

A. Understanding the Nature of Commercials

Several studies have indicated that although young children may understand the most obvious content aspects of commercials, they generally fail to fully understand the basic nature of commercials and the differences between commercials and other programming (e.g., Robertson & Rossiter, 1974; Wackman, Wartella, & Ward, 1977; Ward & Wackman, 1973). For example, in an interview study of children 5 to 12 years of age, the 5 to 8-year-old children typically gave undifferentiated descriptions of commericals, such as "commercials show things," "commercials are short and programs are long," or "commercials interrrupt the show" (Ward & Wackman, 1973). In contrast, the 9 to 12-year-old children typically gave differentiated descriptions of commercials, such as "commercials try to sell things," "commercials say good things about the things they're showing," or "they get you to watch so you'll see commercials." Those young children who failed to fully understand what commercials are and how they differ from programs, generally gave the following pattern of responses: (1) they had little awareness of the selling motive of commercials; (2) they had no unified recall of the commercial message, but focused instead on the single most obvious image; (3) they based their evaluation of individual commercials on the entertainment value (e.g., funny; boring) rather than on the technical aspects of the quality (e.g., original; unclear); (4) they tended to believe that commercials always tell the truth; (5) they cited perceptual reasons if they believed that commercials sometimes do not tell the truth (e.g., "people don't really walk out of walls") rather than reasons related to a test of the sales message (e.g., "I bought the car and it didn't work right"); and (6) they gave as much attention to commercials as to programs, rather than attending less to commercials.

Taken together, these findings suggest that an understanding of the nature of commercials may provide viewers with a filter through which to evaluate the content of the persuasive message with respect to its relative credibility and its personal value to themselves. Those viewers who fail to fully understand the nature of commercials, including most young children, may lack a key ingredient necessary for making informed consumer responses that protect and promote their own welfare. Since young children are more likely than older children to naively accept commercials as simple, unbiased informational messages, they are potentially more susceptible to persuasion by commercials.

B. Susceptibility to Commercial Persuasion

Young children have been found to make more requests than older children to purchase products advertised on television (Robertson & Rossiter, 1977). It has been suggested that young children are highly persuasible not only with regard to sales messages for individual products, but also with regard to a broader composite message of television advertising -- that fulfillment and happiness are to be derived primarily from the consumption of products and services (Ewen, 1976). Indeed, it has been found that over 25% of children's television commercials carry at least an implicit promise of personal enhancement or benefit from using the advertised product (Barcus, 1975). Young children lack much of the real-life experience by which to make objective comparative judgments about such implicit or explicit promises, and frequently they rely on the judgment of those individuals who have greater experience and authority. The fact that over 90% of children's commercials make use of adults or older children as spokespersons for the advertised products (Barcus, 1975) presumably increases the persuasiveness of commercials directed at young children.

It has been estimated that 500 million dollars are spent each year on television advertising to children, based on the relatively safe assumption that commercials have a persuasive effect on children. Although a great deal of marketing research is often used in the process of designing and evaluating individual commercials, very little published psychological research evidence exists on the various ways children may be influenced by watching numerous commercials. In one recent correlational study with preschool children, it was found that children's rate of asking their mother to buy items in the supermarket was highly predictable from the children's amount of commercial television viewing (Galst & White, 1976). Although no attempt was made to specify how many of the requested products had actually been seen in television commercials by the children, it was noted that cereals and candies, which are the most frequently advertised items in children's commercials, were the items most often requested by children. Children's noncommercial television watching did not correlate with their supermarket behavior, a finding that is consistent with the hypothesis that watching commercials was the critical factor influencing children's behavior. Similarly, for elementary-school children, a positive correlation was found between level of television exposure and number of requests for toys and games at Christmastime (Robertson & Rossiter, 1977).

In an important study, preadolescent children's level of exposure to the numerous television commercials for over-the-counter drugs was found to be correlated not only with their personal use of proprietary drugs, but also with their tendency to hold a wide variety of commercially promoted attitudes about the role of drugs in our society (Atkin, 1978). For example, those children who received heavy exposure to drug commercials, as compared to those who received light exposure, were more likely to hold the following beliefs: (1) illness is a frequent occurrence in our society; (2) people frequently use drugs for such problems as colds and stomach-aches; (3) drugs are likely to give effective relief from these problems; (4) drugs are likely to give speedy relief from these problems; (5) drugs such as aspirin are generally good things for people to use.

In addition, children who received heavy exposure to drug commercials, as compared to those who received light exposure, indicated that they themselves were more concerned about becoming ill, they felt greater relief after taking medicine when ill, and they were more likely to personally use commercial drugs.

Thus, preliminary correlational findings indicate that watching commercial television is related to a variety of behaviors for children of various ages, including preschool children's requests for food, elementary-school children's requests for toys, and preadolescent children's use and attitudes about commercial drugs. Further experimental investigation is certainly necessary to determine the specific cause and effect linkages suggested by the correlational studies and to determine the extent of the influence. In the absence of such research, it nevertheless appears likely that children's behaviors and attitudes are being shaped in ways that serve commercial interests, but not necessarily the interests of the children or of the society as a whole. Currently in the United States the Federal Communications Commission and the Federal Trade Commission are holding hearings for the purpose of considering whether to adopt rules that would alter, limit, or ban the presentation of television commercials to young children. Many other nations have already adopted such limitations on children's advertising, including Canada which has recently banned commercials on children's programming.

IX. What Can Be Done to Alter the Effects of Television?

The research we have reviewed on the effects of television leaves largely unanswered the questions of how the effects may vary depending on such factors as the child's own activities related to viewing, the social context of viewing, and the quantity and types of programs viewed. Although the answer to these questions are of obvious practical significance, the evidence relating to the possibilities of altering television effects is only indirect.

A. Activities Related to Viewing

Young children's learning and performance of televised content can sometimes be enhanced through the use of special techniques related to viewing, such as verbal labeling, rehearsal, role playing, and providing relevant materials. For example, increased learning and understanding of filmed program material has been found under the following conditions: (1) when children were asked to verbally label the actions of the film model (Bandura, Grusec, & Menlove, 1966; Friedrich & Stein, 1975); (2) when an experimenter described the actions of a film model and asked children to repeat the description (Coates & Hartup, 1969); and (3) when a teacher helped children identify important elements of a television program with the aid of written materials related to the program (Friedrich & Stein, 1975). Increased subsequent performance of actions displayed on film have been found: (1) when chidlren were guided in rehearsing the observed behaviors immediately after viewing (Rosenhan & White, 1967; White, 1972); (2) when children role-played a behavior similar to the one observed (Staub, 1971); and (3) when children were provided with relevant play material (hand puppets) and encouraged to role-play the events of the observed program (Friedrich & Stein, 1975). These studies have generally been limited to preschool and early elementary-school children.

Thus, the success of these techniques has not been assessed in television research for older children, although many of these techniques have been found to be effective with older children and adults in enhancing performance in other areas of research (e.g., Bandura, 1969).

B. Social Context of Viewing

Certain aspects of the social context of viewing can also alter the way in which television material affects children. In particular, adults' on-the-spot evaluation of the contents of television programs observed together with children (i.e., as co-observers) has been shown to influence the children's subsequent behavior (e.g., DeRath, 1963; Grusec, 1973; Hicks, 1968). The potential practical importance of this finding is highlighted by the fact that children frequently, and increasingly as they get older, view television in the presence of parents and siblings. During television viewing, family members frequently talk to each other, and their comments are often related to events occurring in the programs (Lyle, 1972; Lyle & Hoffman, 1972).

In one study, an adult and child co-observed a number of novel aggressive behaviors presented on a television screen while the adult made either positive (approving), negative (disapproving), or neutral comments about the aggressive behavior (Hicks, 1968). In a subsequent toy-play situation with the adult present, those children who had heard positive evaluative comments about the television aggression were the most aggressive, those who heard negative comments were the least aggressive, and those who heard neutral comments showed an intermediate level of aggression. When the adult was not present during the subsequent toy play session, children did not demonstrate differential levels of aggression. However, in another study, negative adult evaluations of filmed aggression were effective in inhibiting aggressive behavior not only when the adult who had made the evaluations was present, but also in the presence of a different "neutral" adult (DeRath, 1963). In a third study, negative adult evaluations of filmed aggressive behavior were found to be effective in inhibiting the aggressive behavior of 10-year-old children, but not of 5-year-old children, in the absence of the adult (Grusec, 1973).

In light of the evidence that televised violence can elicit aggressive behavior in children, the potential for adults to counteract television's influence by co-observing and negatively evaluating the portrayed aggressive behavior should be investigated in the naturalistic setting of the home. Based on the incomplete evidence available, it appears that such adult evaluations may be more effective with older children, whereas younger children's subsequent behavior may be affected only when they are under the supervision of an adult. It should be noted, however, that these findings are based on one-time treatment sessions with a strange adult. Repeated evaluations by the parent, a far more powerful socializing agent, may well produce more extensive and lasting effects even for younger children.

Several studies have indicated that when adults watch a television program together with children, the children are more likely to learn the presented material (e.g., Salomon, 1977; Singer & Singer, 1976). For example, asking lower-class mothers of 5-year-old Israeli children to co-observe "Sesame Street" with their children was found to have a major effect on the amount of viewing, the level of comprehension, and particularly the level of enjoyment of the child viewers (Salomon, 1977). As a consequence of this mother-child viewing situation, the lower-class children improved significantly in a variety of academic skills taught by "Sesame Street." Surprisingly, asking middle-class mothers to co-observe with their children had no effect on the children, perhaps because co-observation with the mothers had previously been a more typical occurrence for these children and thus did not represent a major change.

These findings are generally consistent with the evidence discussed earlier than when children view such television programs as "Sesame Street," "Electric Company," and "Mulligan Stew" in the social context of the schoolroom, they are likely to learn more of the program content than when they view as frequently at home in what may be a less motivating social context (Ball & Bogatz, 1970; 1973; Bogatz & Ball, 1971; Olien, et al., 1975). However, it is not clear which aspects of the social context of co-observation play a key role. Co-observers may enhance children's learning from television by guiding children's attention to the relevant aspects of the presentation, by helping them structure the stimuli, by providing opportunities for verbal labeling, rehearsal, and role-playing, or by providing children with the general encouragement, arousal, and motivation necessary for learning from television. Co-observers may also encourage children to form their own evaluations and critical judgments about what they view. Although research on the influence of co-observer evaluative comments has focused on the content of television programs, it would follow from the previous discussion of children's susceptibility to commercials that adult co-observers may well be able to help children to understand the nature of television commercials and to help them develop an objective evaluative approach towards commercials.

C. Television Diet

In the foregoing review of the research evidence on television effects, a number of factors have been identified that serve to mediate the influence of television on the viewer. These mediating factors include: characteristics of the viewer (e.g., age, sex, race, cognitive level); circumstances of viewing (e.g., viewer attentiveness, physical setting, social context, co-observer behaviors); and aspects of the presentation (e.g., reality of the characters, clarity of the message, intent in presenting the message). Nevertheless, the major portion of television's influence on the viewer appears to derive from the amount and the content of television viewing — what might be regarded as the "television diet."

The research literature offers much support for the broad generalization that television influences the viewer in different ways depending on the content viewed, with the extent of this influence depending largely on the amount of viewing time. Based on the evidence we have reviewed, it might be stated that children generally learn some of the aggressive behaviors presented in violent programs, some of the academic concepts presented in educational programs, some of the prosocial behaviors presented in prosocial programming, some of the role stereotypes presented in all types of programs, and some of the consumer values presented in commercials. Though television was once regarded as "mere entertainment," research evidence has demonstrated that television has a teaching influence on the viewer regardless of whether or not the viewer is watching for the specific purpose of learning. Also, the sheer quantity of time spent viewing, independent of content, will influence the viewer to the extent that it replaces other activities in life. Thus, the relative influence of television viewing on a child's life will largely depend on the child's television diet.

Some parents who consider the typical television viewing habits as basically "unhealthful" for their children have consciously rejected the use of television in their homes (e.g., Edgar, 1977). Other parents have experimented with reducing the amount of television watching by themselves and their children (e.g., Gadberry & Schneider, 1978), or they have regulated the content of television watching by their children (e.g., only non-commercial, "educational" programs designed for children). However, as we have discussed, most parents put very few restrictions on either the amount or the content of television viewing by their children (Lyle & Hoffman, 1972), and children's appetite for television generally increases slowly but steadily each year (Nielson, 1967 to 1978). It appears that a major challenge for the future will be to develop effective methods for viewers to regulate their own television diets so as to take full advantage of the potential benefits of television.

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What Can You Do? React and Write!

Because children do most of their TV viewing at home, helping young people make sensible viewing choices is ultimately up to parents. *Action for Children's Television*, the national children's advocacy organization, suggests that parents try to treat TV with TLC: **Talk about TV with your child, Look at TV with your child, Choose TV programs with your child.**

For parents to help children set up a healthy TV diet, however, broadcasters and the government must do their part, too. Broadcasters must offer a range of children's programming from which to choose, and the government must enforce those parts of the law that require broadcasters to program in the public interest in exchange for the use of the public's airwaves.

Treating TV with TLC is a good first step for parents. But mothers and fathers who are concerned about children's television can do more than turn off the set when something bothers them. They can try to change the TV picture by writing to those who are responsible for what appears on the screen. Nielsen ratings aren't the only influences shaping television schedules; parents need to talk back to the TV screen (and encourage their children to talk back, as well) by praising what's meaningful programming for them and panning what isn't.

Here are some places to direct letters (or phone calls):

- **LOCAL STATIONS** - *Check your phone book for addresses and telephone numbers*

If you're lucky enough to have a local station—commercial, public, or cable TV—producing innovative children's programs that your family enjoys, let the station manager hear from you. Your support will help bolster the argument that families appreciate a commitment to children's television.

If broadcasters and cablecasters in your area aren't servicing children, protest. TV stations won't know there's a demand for children's shows if they don't hear from the audience.

- **NETWORKS** -

ABC-TV, 1330 Avenue of the Americas, New York, NY 10019, (212) 887-7777

CBS-TV, 51 West 52nd Street, New York, NY 10019, (212) 975-4321

NBC-TV, 30 Rockefeller Plaza, New York, NY 10020, (212) 664-4444

PBS, 475 L'Enfant Plaza, SW, Washington, DC 20024, (202) 488-5000

Nickelodeon, Warner Amex Satellite Entertainment Company, 1133 Avenue of the Americas, New York, NY 10036, (212) 944-5513

The Disney Channel, 4111 West Alameda Avenue, Burbank, CA 91505, (213) 846-6661

(Your local cable company can provide addresses and phone numbers for other cable services.)

If you're tired of the overcommercialization of Saturday morning TV, tired of shows that do little more than promote products of the same name, then talk to the source: the networks. Tell the networks if you or your children feel a particular show is racist or sexist—or if you feel women and minorities are being left out of the picture altogether. Don't forget to applaud when the networks get it right: when an afternoon special treats a sensitive subject sensitively, or informational spots help your children learn important health and safety messages. Say you'd like to see more such programming on TV.

- **PRODUCERS, ANIMATORS** - Closing credits on children's shows will tell you who put together the program you'd like to boo or cheer. Do it, in a letter.
- **SPONSORS** - If you've got a gripe against certain ads, write to the advertisers themselves. And don't forget to tell sponsors how you feel—pro or con—about the shows on which their ads appear.
- **PRESS** - The letters to the editor column of your local newspaper or favorite magazine is a perfect way to let your neighbors know about broadcasters or cablecasters who aren't responsive to the needs of the community. It's a good way to offer a public pat on the back, too. And don't forget about radio talk shows and the forum they provide.
- **FEDERAL TRADE COMMISSION** - *FTC, Pennsylvania Avenue at*

6th Street, NW,
Washington, DC 20580

It's up to the FTC to take action against TV commercials that are unfair or deceptive. Lately, unfortunately, this public watchdog agency has closed its eyes to commercial abuses on children's television. Public outcry may make the FTC wake up and rid children's television of speeded-up shots of toy racing cars or ads for "fruit" cereals without a drop of real fruit.

- **FEDERAL COMMUNICATIONS COMMISSION** - *FCC, 1919 M Street, NW, Washington, DC 20554*

The FCC's role is to regulate broadcast policies. With the Reagan Administration in office, however, the FCC [illegible] chosen to *de*regulate, to get rid [illegible] government restraints on broadcasters and let the marketplace determine what gets on the air. With no voice in the marketplace, young people obviously lose out. As broadcasters get the message that the FCC isn't worried about children's television, most children's shows are quietly disappearing from commercial TV. The FCC believes that public TV can fulfill children's viewing needs, and that parents can buy a sufficient number of services to supplement PBS: video cassettes, video disks, cable services. FCC Commissioners need to hear that children's television should be available to everyone, not just those who can afford to pay for it.

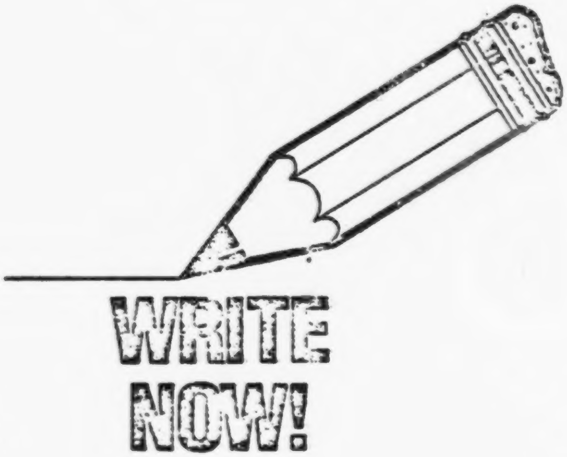
- **CONGRESS** - *Call the local offices of your senators and representatives to get the best address at which to reach them.*

Representative Timothy Wirth of Colorado has introduced to the House of Representatives the Children's Television Education Act, which would require every broadcast station to air a minimum of one hour per day, Monday through Friday, of programming "specifically designed to enhance the education of children." If every member of Congress were urged by his or her constituents to support the Wirth bill—H.R. 4097—children's television might have a secure future. And children's television might become an important source not only of entertainment, but of information.

Wherever you direct your complaints or compliments, make copies: if you've got something to say to the FCC, share it with your local stations, the networks, and the press.

You may never have a chance to speak your piece *on* television. But you can certainly say what you want *about* children's television, and have an impact. Don't just grouse: write it down, and send it off!

— *Cynthia Alperowic*



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Kids for Sale, 1979. 22 minutes, 16mm, color. Rental, $30; purchase, $300. Contact Mass Media Ministries, 2116 N. Charles St., Baltimore, MD 21218, (301) 727-3270. Discussion of the state of children's TV, with strategies for guiding family viewing; includes samplings of commercials, programs, and children's and parents' comments.

It's as Easy as Selling Candy to a Baby, 1977. 11 minutes, 16mm, color. Rental, $25; purchase, $200. Contact Mass Media Ministries (see above). Exploration of the impact of TV food advertising on children.

BOOKLETS — Add $1 for handling.

Community Cable for and by Children: An ACT Handbook, 1983. 24 pp., illustrated. $3.50. How-to for getting young people involved in making their own cable programming.

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re:act & join

ACT sometimes gets accused of talking out of both sides of its mouth. How can we work so hard to increase the availability of programming designed for children, we are asked, when, at the same time, we worry about the fact that children are watching almost thirty hours of television each week. If we think children are watching too much television (and they are), why are we encouraging broadcasters, cable operators, and home video companies to offer more children's programming?

The answer is, because the more television programming that is aired for children, the greater the diversity of programs they will have to choose from. Diversity is the greatest resource that television has to offer children, a diversity of faces, places, ideas, and values that can broaden their horizons as no other educational force can. There is room on children's television for "Sesame Street" and "Mister Rogers' Neighborhood," with their very different pacing and appeal, and for silly cartoons and monster movies, too. But there is room for much, much more: where is it? Broadcast television, with a few exceptions, offers children a diet of unrelenting sameness, because sameness is safe if you're selling the child audience to advertisers. And cable television will not live up to its potential to serve young audiences unless communities actively negotiate for commercial-free children's channels and public access programming.

People who work to improve children's television run the danger of becoming censors. ACT has never made that mistake. Our goal is a broadening, not a narrowing, of children's choices. With the support of our 15,000 national members and of ACT's coalition of supporting organizations (the American Academy of Pediatrics, the Consumer Federation of America, and the NAACP, for example), ACT's eleven-person staff publishes newsletters, books, and educational materials. We speak at national conferences; hold workshops and symposia for the television industry, educators, artists, and government officials; encourage legal action against deceptive advertising to children; and sponsor annual Achievement in Children's Television Awards.

One of ACT's greatest strengths is its members—thousands of parents, grandparents, teachers, health professionals, and other concerned citizens who want television's tremendous influence to benefit children, not exploit them.

You can increase ACT's effectiveness—by joining Action for Children's Television. Your membership contribution of $20 or more will underwrite publications, educational campaigns, testimony before regulatory agencies and even legal action to protect the interest of children. Please join us . . . today.

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Investigating Educational Television and the Curriculum for Young Children: some pilot phase features

E Choat, H Griffin and D Hobart

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Abstract

The absence of a previous large-scale investigation into educational television and the curriculum for young children necessitated establishing appropriate research procedures. This paper describes the salient features of the pilot study phase. A descriptive methodology based on questionnaire replies and classroom observations was resolved, but the work highlighted the desirability for constant contact with the participating teachers and the need for in-service education. The alignment of in-service education with research is examined and accepted providing the in-service elements are taken into account and not allowed to bias the research findings.

The pilot study

The lack of substantive research into educational television and young children necessitated the first year of our three-year project being spent on devising means to carry out a full-scale investigation.* It was necessary to identify the range of programmes of interest and establish research procedures to use with the full-scale inquiry. The research which has been undertaken is mainly American and orientated towards skill acquisition while the methods used do not fully acknowledge the function of the teacher in relation to educational television. This implies that efficacy in the potential of the medium cannot be gauged unless its role is recognized by a teacher. In other words, effectiveness has a prerequisite in the person of the teacher—how he or she incorporates educational television into the curriculum and how he abides by the psychology of learning to promote motivation and the fulfilment of children's needs and interests (Choat, Griffin and Hobart, 1984). The objective therefore was to devise strategies which would indicate the attitudes teachers have towards television, whether educational television programmes influence teaching methods, and the extent that educational television is recognized as part of the normal curriculum or treated as a separate entity (Choat, 1983a).

Although procedures were needed which allowed data to be statistically analysed to measure how effectively teachers of young children were using television, further procedures were needed to complement the statistical evidence by indicating what happens in classrooms. Moreover, evaluation of the teachers' use of educational television was not the only consideration as an examination of the medium should also

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* The research is funded by the Leverhulme Trust assisted by donations from Thames Television and the Independent Broadcasting Authority.

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attempt to enhance its potential in the classroom. Further, the final research design would have to be cautiously implemented and be seen as a means to benefit teachers while fulfilling its function of conducting valid investigation. The initial procedure was crucial to acquiring the confidence of teachers if these criteria were to be met and if consistency was to be acquired throughout a sample. Value judgements in schools, or through discussions with teachers in classrooms or in groups, do indicate current practices and provide insights for further avenues of investigation, but overall evaluation was essential to obtain valid conclusions. The pro forma and questionnaire technique was eventually adopted to achieve this. It is a reliable technique as each teacher in a sample is subjected to the same questions while scale, ratings and checklists can be included.

A methodology of interaction with teachers had been resolved but impartiality was still retained. Eleven pilot schools in and around London were established to carry out observations at source to ascertain relevant areas of inquiry, to determine the appropriate questions to ask, to disseminate support material available to teachers, to indicate restrictions which may be encountered, etc. The schools ranged from inner city schools to schools in more favourable areas and village schools. Some were assigned by the inspector/adviser while others were obtained through personal contact with the headteacher, but none of them claimed any special expertise in their use of educational television. Each school was allocated to a member of the research team and was visited at least on seven occasions. This enabled the teachers to become familiar with the researcher, apart from allowing the researcher to assess the approach towards educational television in the school and in individual classrooms.

In addition to the pilot schools, five discussion groups were set up in different local education authorities. These groups met twice a term on average and each meeting was attended by one and sometimes two members of the research team. Pilot school teachers were encouraged to attend the discussion group sessions along with the other teachers and many did so. Seventy-eight teachers in all participated in the pilot work, and the close personal contact generated with them enabled the procedures for the full-scale investigation to be tested. During the first term, each pilot school and discussion group teacher monitored an educational television series which he or she was using by completing a form on his intentions with the series, filling in weekly checklists on programmes and his use of them, and reporting whether his intentions had been fulfilled on a form at the end of term. It became apparent from the responses to these forms, and the visits to schools and classrooms, that the range of programmes of interest were language and reading, mathematics, and topic work. The weekly monitoring of series ceased at the end of the first term, and questionnaires were designed and tested over the next two terms to analyse the relationship teachers had between educational television and language development, mathematical development, and topic work.

The format which evolved during the pilot work provided evidence of teachers' attitudes towards educational television through the first form when they stated their reasons for using a particular series, the extent to which the published material influenced their choice, how children in their classes were organized for viewing and whether curriculum objectives were implicit within these considerations. The weekly

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checklist indicated the use of the medium by showing whether the teacher relied on a regularized format each week for the treatment of broadcasts or whether he or she varied his teaching according to the type of programme which had been viewed. An overall attitude pattern materialized when statements on the first form were correlated with respective answers on the end-of-term form. One term was sufficient for this procedure. It provided ten weeks of continuous evaluation for the relevant information to be acquired and allowed two terms for in-depth study of the range of programmes of interest. In addition to the language, mathematics and topic work questionnaires, a final questionnaire was constructed to analyse the overall views the teachers held between educational television, the curriculum, and learning. All four questionnaires provided for explanations from those teachers who did not use the medium for the areas concerned.

Testing the questionnaire with the pilot school and discussion group teachers proved valuable. Some questions did not elicit comprehensive responses and required revision. Other questions needed reframing to obtain specific answers, while further questions appeared irrelevant and were deleted. The pilot work emphasized how important it is for questions to be framed explicitly and deliberately while not inhibiting teachers' responses or demanding theoretical expositions. Questions had to be worded to elucidate straightforward but informative replies. Only when complying with these prerogatives was the questionnaire technique an appropriate means to monitor how teachers were using educational television with young children.

The pilot work did reveal uncertainty and misapprehension associated with the teachers' use of educational television. School visits and the discussion sessions developed into in-service forums when matters appertaining to the incorporation of educational television in the curriculum were raised. The teachers responded by outlining their practical difficulties, commenting on series which were currently available, stating whether they felt educational television was part of their curriculum, etc. The input received during these sessions had to be taken into account when designing and assessing the final questionnaire which summarized the extent educational television is recognized by teachers as a curriculum component.

Combining scientific research by the questionnaire technique with research at a practical level introduced an unusual methodology for research into educational television. The pilot work had indicated a need for constant contact with respondents (the teachers) throughout the research period to overcome the impersonal relationship which can persist between researchers and practitioners. Most educational television research abides by an experimental design (observation and analysis of what happens under carefully controlled conditions) that employs a cross-sectional methodology (one-time studies which involve subdividing subjects into experimental and control groups). This approach does not provide for an in-depth analysis of change in individuals, while its one-time nature restricts any form of rapport between teachers and research personnel. Neither is it always essential to make comparisons when researching into educational television. The fundamental concerns should focus on existing conditions, prevailing practices, the beliefs and attitudes held, ongoing processes, and developing trends. This implies the need for a descriptive methodology which gathers data from a reasonably large number of cases while not being concerned

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with individuals as individuals but with the generalized statistics that result when data are abstracted from a number of individual cases. Descriptive research does not involve the use of experiments *per se* but it seeks to uncover the nature of factors involved in a given situation, to determine the degree in which they exist and to discover the links or relationships which exist between the factors (Lovell and Lawson, 1970, p 30). A descriptive survey therefore should not be construed as solely routine fact-gathering, but as a means to interpret and then describe through questionnaires, interviews and appraisal instruments.

Only longitudinal studies of the same individuals over a relatively long period of time can provide information about crucial intra-individual changes as well as inter-individual differences (Amabile, 1982). The longitudinal approach is not so much a research design as a research perspective (Vesta, 1979, p 51). It overcomes the limitations imposed by the cross-sectional approach and enables a variable to be studied over a period of time. A single analysis can provide useful information but it is not able to examine cause and effect. On the other hand, the longitudinal approach allows identified variables to be correlated at appropriate intervals, and this is particularly important with educational television research. For example, teachers may be questioned on their use of an educational television series in the second or third week of the series being broadcast. This only gives impressions at that point of time whereas continuous appraisal may reveal whether opinions of the series have changed, whether the same viewing pattern is constantly adopted, whether the children were subjected to the same follow-up procedure, etc. This function was fulfilled by the procedure adopted in the pilot work when a teacher monitored a series she intended to use.

Choat (1982, 1983b) indicated that teachers of young children primarily used educational television as a means to assist young children's language development and mathematical development, and as an inspiration for topic work. The monitoring procedure confirmed this view as the majority of appraisals, comments and criticisms were concerned with these three areas of curriculum content. Teachers are restricted to some extent in their use of educational television by the material being broadcast and most current series are geared towards language, mathematics and topic work. Moreover, the monitoring also confirmed Choat's (1982) conclusion that certain series were more popular than others and that a health education series was not widely viewed. Given the option therefore, teachers will select their favourite series to monitor. This could cause misrepresentation in the research findings as each series had not been equally appraised. It is necessary therefore to attempt to arrange for an even distribution throughout the total series being monitored. For example, if a teacher had decided to watch three series, one of the series may be common to most teachers and the other two series less popular. It would be judicious therefore for this teacher to monitor one of the less popular series as other teachers who watch one series only are likely to choose the popular broadcast.

Although indications of how teachers used educational television to assist with language development, mathematical development and topic work materialized during the monitoring phase, the procedure was not intended as the means to rationalize why the medium was used for these three curriculum areas. A more detailed

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analysis was necessary to secure these interpretations. Neither was it possible to investigate the three areas simultaneously. Each was dealt with separately by the appropriate questionnaire, while further details from observations in schools and discussion sessions supplemented the data.

The research team's presence in schools and classrooms enabled further evidence to be gathered on booklets which accompany programmes, the place of broadcasts during off-air transmission or by replaying video recordings, children's participation during broadcasts, teachers' provisions subsequent to broadcasts, children's reactions to programme content, and teachers' attitudes to programmes. Discussion on these aspects with the teachers was unavoidable. Some defended their existing practices while others were prepared to look more objectively at their use of educational television. Apart from these conversations, the discussion group meetings developed from mere mutual exchanges between teachers and researchers. The programmes of interest, ie, language, mathematics, educational topic work, the structure and quality of programmes, and the place of educational television in the curriculum increasingly featured as major discussion points. Consequently, it was decided to devote individual sessions to these aspects by using a planned schedule of items for discussion.

As mentioned previously, it became increasingly obvious that these sessions were developing as in-service forums. Allowance was made to take them into account when designing the final questionnaire on curriculum and learning, but they could influence the programme monitoring and replies to earlier questionnaires. This was not particularly disturbing during the pilot phase but would be unacceptable during a full-scale investigation as bias would enter the research findings. Nevertheless, apart from detailing and interpreting existing practices, educational television research should encourage changes in attitudes. The introduction of in-service education alongside research was seriously considered and eventually accepted providing it followed and did not precede the specified areas of inquiry. Moreover, the procedure strengthens the links between researchers and teachers, but the interaction should not be allowed to cloud the research issues. The research objectives remain the foremost task.

The pilot phase was used to experiment and devise appropriate research procedures. There was no intention to produce conclusions. The work enabled research strategies to be devised that complied with the Bates' (1981) stipulation of carefully collected data which could be analysed to provide information about the effects of educational television and the conditions which appear to influence whether or not it is educationally effective. These procedures are now being implemented in the full-scale inquiry which we are carrying out in 18 local education authorities in England and Wales. Apart from establishing the monitoring procedure, other salient features emerged during its pilot work that could influence research into educational television. Although visits to schools and classrooms are regarded as integral to the research design, they should continue over a period of time. This compares with brief visits to a classroom to see work resulting from a programme or a cross-sectional study based on comparisons between subjects. These do not provide the same insights as constant contact with schools and teachers, and a survey over a period of time. The alignment of in-service education with research is unusual but the possibility of this happening more

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often should not be ignored. Participation in a research survey can motivate teachers to look more closely at their practice and to revise their teaching methods. It is then that they need the in-service training, not when the research has been completed and the stimulation lost.

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